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AUTHOR	Matthews, Cherritta L.
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ABSTRACT

The study evaluated special education services to minority students in four Delaware school districts (Brandywine, Christina, Colonial, and Red Clay). The study identified three major concerns: (1) reduction of the high percentage of minorities in special education, (2) employment of minority professionals in special education, (3) and services to minority special education students which guarantee procedural safeguards, appropriate programs, and parental involvement. Thirteen specific questions were developed and data gathered from such sources as interviews with principals, students, teachers, counselors, parents, as well as from student records. The study led to nine recommendations such as the following: continuous monitoring of the percentage of minority students in special education; continued efforts to employ minority professionals; provision of full time programs in regular classes for students with educational difficulties; full implementation of state procedures particularly in the areas of prereferral intervention and least restrictive environment; inservice education programs focusing on assessment and service delivery as well as cross cultural understanding; development of preschool programs; and concerted outreach to secure transportation for parents to enable them to participate in school conferences. Appendixes include the study's operational plan, data on instrumentation, and job descriptions. (DB)

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1987

Conducted by the Delaware Department of Public Instruction
in cooperation with the Center for Educational Leadership and Evaluation,
University of Delaware

By CHERRITTA L. MATTHEWS
State Supervisor
Exceptional Children/Special Programs
Delaware Department of Public Instruction

September, 1987

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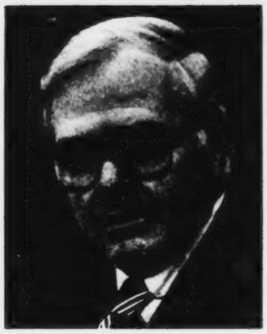

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TABLE OF CONTENTS

Page

INTRODUCTION 1

PROBLEM STATEMENT 4

METHODOLOGY 6
  Operational Plan 6
  Study Sites 6
  Instrumentation 6
  Data Collectors 7
  Data Collection 7
  Interviews with Directors/Supervisors of Special Education 8
  Interviews with Principals 8
  Analysis of Student Records 9
  Interviews with Special Education Students 10
  Interviews with Staff Members 12
  Interviews with Educational Diagnosticians 12
  Interviews with Counselors 12
  Parents' Interview 13
  Quality Control 13
  Data and Analysis 13

DATA ANALYSIS 14

  Question 1: What Are Staffing Patterns/Ratios of Minority Professionals to Students in Special Education? 14

  Question 2: What Are Certification Standards Relating to Special Education Staffing? 17

  Question 3: Is the Pre-Referral/Child Study Process, As Utilized, Adequate? 20

  Question 4: Are Evaluation Procedures and Tests for Minority Students Appropriate? 27

  Question 5: Are Behavioral Objectives, Including Level of Difficulty/Challenge by Exceptional Category, Appropriate? 30

  Question 6: Are Parents Actively Involved in the IEP/ Annual Review Process? 32

Page

Question 7: Are Students Placed in the Least Restrictive Environment? 34

Question 8: Are Parents Aware/Knowledgeable of Procedural Safeguards (Legal Protection)? 35

Question 9: What Are the Rates of Progress of Minority vs. Non-Minority Students in Special Education? 37

Question 10: What is the Certification, Training and Utilization of Educational Diagnosticians? 40

Question 11: What is the Training of Regular and Special Education Staff in Serving Special Education Students, Including Mainstreamed Special Education Students? 42

Question 12: What Instructional Strategies Are Being Utilized for Serving Special Education Students in All Settings? 44

Question 13: Are Teachers Being Prepared to Equitably Serve Minority Students? 47

SUMMARY 52

RECOMMENDATIONS 54

APPENDICES

APPENDIX A: OPERATIONAL PLAN
APPENDIX B: INSTRUMENTATION
APPENDIX C: TASK FORCE MEMBERS
APPENDIX D: JOB DESCRIPTIONS
APPENDIX E: LISTING OF EVALUATION MATERIALS

INTRODUCTION

Prior to the passage of PL 94-142 (1975), The Education For All Handicapped Children Act, and related State laws, rules and regulations, many handicapped children were denied services in the schools of Delaware and the rest of the nation.

Programs for exceptional children and youth in Delaware have expanded significantly during the past ten years. The public schools offer a considerable range and variety of programs for students who are gifted and talented, as well as for students who exhibit mild, moderate and severe handicapping conditions. State and federal legislation, rules and regulations and funding have supported the expansion of programs and have created special rights and procedural safeguards benefiting handicapped children and their families. The continuing development of programs for exceptional children has been made possible through the support of the Governor's office, the State legislature, the State Board of Education and the Department of Public Instruction, the Governor's Advisory Council for Exceptional Citizens, the public schools and other public and private agencies, organizations and individuals.

During the past several years in Delaware and throughout the nation, there has been a concerted effort to develop programs to educate handicapped children and youth in the least restrictive environment, and, to the extent appropriate, with their nonhandicapped peers. The educational and social benefits of integrating handicapped and nonhandicapped students in the regular schools are numerous and Delaware's schools have developed a variety of models utilizing regular and special education personnel.

A major concern for Delaware and the other states continues to be the disproportionate number of minority children, particularly Black children, in special education. A large body of literature addresses this concern, suggests reasons for its development, and offers suggestions to reduce the percentages of Black students referred for special education placement. A significant step forward in Delaware has been the recent adoption of pre-referral procedures requiring independent observations and the documentation of interventions prior to the referral of a child for formal evaluation, the latter of which often leads to placement in special education. It is expected that the full implementation of pre-referral procedures by the schools will reduce the number of children with educational difficulties, including Black children, who are referred for formal evaluation and special education placement.

Even more important than the implementation of pre-referral procedures in schools is the growing recognition on the part of general, compensatory and special educators of the need to pool human and fiscal resources in the development of models which serve the vast majority of children with mild handicaps and educational difficulties in the regular classroom without labeling the students and removing them from the regular classroom. The creative use of State and federal resources in the regular classroom, including regular and special education personnel, paraprofessionals, Chapter I teachers and aides and Chapter 2 funds, to name a few resources, is occurring today in several Delaware schools and needs to expand if schools are to provide appropriate learning experiences for all children, particularly for those children who might otherwise be considered and labeled handicapped. Too often those children are poor and represent minorities. It is especially important to provide such programs in kindergarten and in the early years of school to benefit children who come to school lacking the prerequisite skills for achievement in the school setting. The expansion of preschool programs should also have a significant impact on reducing the number of children who might require special and compensatory education once they enter kindergarten and the first few grades.

Therefore, while it is important to recognize the development and expansion of general, special, compensatory and gifted and talented programs over the past several years in Delaware, it is more important for our schools to be recognized and encouraged in utilizing the available human and fiscal resources to develop full time programs in the regular classrooms and in reducing the number of minority children and youth who are referred, labeled and placed in special education. Full implementation of the latter concept will benefit many more children, regardless of ability or race.

PROBLEM STATEMENT

During the 1986-87 school year, the Desegregation Advisory Committee requested a study relating to the impact of special education on minority students in the desegregated area of New Castle County, Delaware. The committee identified three major concerns:

- reduction of the high percentage of minorities in special education;
- employment of minority professionals in special education;
- appropriately serving minority special education students in a manner which guarantees procedural safeguards, appropriate programs and objectives, and parental involvement.

Data relative to the three major areas of concern of the Desegregation Advisory Committee were collected. Insofar as the three concerns could be translated operationally, the task force identified 13 study questions of interest to the audiences of this study.

1. What are staffing patterns/ratios of minority professionals to students in special education? (Concern 2)
2. What are certification standards relating to special education staffing? (Concern 3)
3. Is the pre-referral/child study process, as utilized, adequate? (Concern 1)
4. Are evaluation procedures and tests for minority students appropriate? (Concern 1)
5. Are behavioral objectives, including level of difficulty/challenge by exceptional category, appropriate? (Concern 1)
6. Are parents actively involved in the IEP/annual review process? (Concern 3)

7. Are students placed in the least restrictive environment? (Concern 1)
8. Are parents aware/knowledgeable of procedural safeguards (legal protection)? (Concern 3)
9. What are the rates of progress of minority vs. non-minority students in special education? (Concern 3)
10. What is the certification, training and utilization of educational diagnosticians? (Concern 3)
11. What is the training of regular and special education staff in serving special education students, including mainstreamed special education students? (Concern 3)
12. What instructional strategies are being utilized for serving special education students in all settings (mainstreamed and separate classes)? (Concern 3)
13. Are teachers being prepared to equitably serve minority students? (Concern 3)

(It should be noted that the study questions were "matched" to the initial Committee concerns a posteriori.)

METHODOLOGY

The designated chairperson for fact finding was responsible for the preparation of all plans and questionnaires, for overseeing, coordinating and assisting in data collection, for performing quality control checks, and for overseeing data preparation and analysis.

Operational Plan

Given the concerns and specific questions expressed by the New Castle County Desegregation Advisory Committee, the first task was to establish procedures that would give direction for a systematic and efficient data collection process. This task was accomplished through development of an operational plan. See Appendix A.

Study Sites

Schools from all four school districts were selected for the study. Two elementary schools, one middle school, one comprehensive high school, and one intensive learning center (ILC) were selected based upon high percentages of minority students enrolled in special education programs in these schools.

Instrumentation

Nine data collection instruments designed to address the study questions were prepared. A breakfast meeting with representatives from each of the four local school districts was called to review, discuss, and request their input into the contents of the data collection instruments. Present at this meeting were the DPI chairperson, the State Director of Exceptional Children/Special Programs, an assistant superintendent, directors and supervisors of special education, and the principals of each school.

Both the operational plan and the data collection instruments were reviewed and approved by the State Director of Exceptional Children/Special Programs, other DPI officials and the members of New Castle County Desegregation Advisory Committee.

The data collection forms are:

- Director/Supervisor of Special Education Interview Form
- Principal's Interview Form
- Special Education Student IEP Records Data Collection Form
- Special Education Students' Interview Form
- Mainstreamed Students' Interview Form
- Staff Members' Interview Form
- Educational Diagnosticians' Interview Form
- Counselors' Interview Form
- Parent Interview Form

Instrumentation is included in Appendix B.

Data Collectors

Five data collectors, in addition to the chairperson, were identified and were subsequently assigned to this task by DPI. Task Force members were selected based upon their educational background, expertise, interest in the study and ability to make a significant contribution to the data collection process. A listing of the Task Force members is included in Appendix C.

Three meetings with the task force members were called by the Chairperson prior to data collection. The purposes of these meetings were to review the contents and coding of the instruments, to discuss data collection processes and procedures, to develop schedules and task assignments, and to select students to be included in the study.

Data Collection

Interviewed by the members of the task force were:

State Assistant Superintendent of Instruction (1)
Director/Supervisors of Special Education (5)
Principals (5)
Counselors (10)
Educational diagnosticians (7)
Related services personnel (i.e., regular and mainstreamed teachers, psychologists, speech pathologists, visiting teacher, hearing teacher) (55)
Mainstreamed students (33)
Special education students (49)
Parents (53)

Data collection occurred over a six-week period of time beginning on March 2, 1987 and ending on April 8, 1987. Although the study plan called only for an examination of factors relating to minority students and minority parents, comparison groups of non-minority students and parents were also included.

Interviews with Directors/Supervisors of Special Education

An initial step in the data collection process was to interview the Director and/or Supervisor of Special Education Programs in each district. Interviews were conducted primarily by the Task Force Chairperson in the presence of at least one additional data collector. The purpose of this interview was to collect district-wide and building data on staffing, student enrollment, handicapping conditions, staff training and development.

Upon completion of the interview, the DPI Chairperson summarized the interview information on the Directors/Supervisors of Special Education Interview Form and ascertained the desire for an exit interview following the building-level data collection process. In the event that an exit interview was indicated as desirable, a minimum of one data collector and the Task Force Chairperson provided a summary of the data and sought clarification when needed.

Interviews with Principals

Upon arrival in each school building, the first contact of the team was with the principal. An informal interview was conducted with the principal utilizing the Principal's Interview Form. This instrument was provided for the principal prior to the team's arrival in the interest of time and to facilitate his/her collection of building-level data and pertinent staff information. Each available Task Force member was present at this interview.

Following the interview, the principal was apprised of plans for the data collection process and the team was assigned a room which served as a headquarters. A telephone was made available for conducting parent interviews. A location was assigned for ease of accessibility to student records, and the educational diagnostician was made available to assist in locating data and responding to team members' questions. A listing of teachers with schedules of unassigned periods was provided in order for team members to select regular and special education teachers for interviews.

Lists of related service personnel, including psychologists, speech pathologists, educational diagnosticians, counselors, visiting teachers, and teachers of the hearing impaired were obtained together with a schedule of their day of availability for interviews. Throughout the data collection process, the principal was available whenever assistance was required by the teams.

Analysis of Student Records

The special education records of one-third of all minority students enrolled in special education programs in the applicable building were reviewed. To the extent possible, student records were selected to reflect race, sex, grade level, and handicapping conditions existent in the applicable school. Two data collectors, i.e., a task force member with expertise in special education and the Chairperson, reviewed student special education files in order to respond to the items on the Special Education Student IEP Records Data Collection Form. In each case, entire record files were reviewed. Included in the records study were a review of placement balanced against intelligence quotient scores, a review of all individualized education programs (IEP), conference minutes, student progress made over time, student progress made over the past year, and test score data over time, staff members present at case conferences and annual review meetings, and the evidence of parental signature and involvement in the development of the IEP at each annual review.

The issue of least restrictive environment was coded as positive when the student was placed in a level in the continuum of services consistent with his/her level of progress as documented in conference minutes, level of difficulty of goals and objectives, and based on test performance over time.

Interviews with Special Education Students

Initially, letters were sent to parents via mail from DPI informing them of the study, requesting their cooperation in a telephone interview, and requesting their permission to interview their child. In order to obtain an acceptable response rate, letters were sent to all parents whose children were included in the record review process. Because a poor return rate was experienced, letters were sent home with the children via the principal upon the Task Force team's arrival in the building. Upon receipt of signed letters, students were selected for interview to reflect, to the extent possible, the handicapping conditions and grade levels in the applicable building.

One-fourth of the number of students whose records were reviewed were interviewed. Written prior approval was obtained from parents to interview the designated number of minority students and a matching number of non-minority students.

One Task Force member volunteered to conduct all student interviews. A first step in this process was to utilize a room free of distractions and neutral in terms of association with discipline. In the elementary buildings, students were brought to the interview room by the educational diagnostician. The Task Force member began the interview by explaining on an elementary level the purpose of the interview, and showing the questions to the student. The students were helped to feel at ease. At the middle school level, students were called to the cafeteria via the public address system. At the high school and at the ILC, students were brought or sent to the Task Force headquarters by the educational diagnostician.

For students placed in a self-contained classroom and/or at an intensive learning center only the Special Education Students' Interview Form was utilized. For students placed in special education and also receiving instruction in regular education classes, i.e. partially mainstreamed students, the Mainstreamed Students' Interview Form was utilized for the interview as well.

The phenomenon of full-time mainstreamed occurred at the middle school only and represented those students enrolled in the Team Approach to Mastery program (TAM). Only the Mainstreamed Students' Interview Form was utilized by the data collector with full-time mainstreamed students.

Interviews with Staff Members

Staff members were interviewed by three data collectors utilizing the Staff Members' Interview Form. An effort was made to select teachers to reflect the various regular and special education grade levels and/or content areas in the building. When the number of special education teachers was minimal, (i.e. less than -) all were interviewed. Also included for interview, utilizing this form, were the psychologist, the speech pathologist, the visiting teacher and the teacher of the hearing impaired. Among the questions posed were two items asking their beliefs of why there is a higher percentage of minorities in special education. Another item requested information relating to their concerns in serving special education students.

Interviews with Educational Diagnosticians

All educational diagnosticians in the school were interviewed by a member of the team utilizing the Educational Diagnosticians' Interview Form. This group was asked questions relating to their role and utilization in the applicable building, pre/inservice training, certification, special education process issues, testing procedures and their beliefs relating to the high incidence of minority placement in special education.

Interviews with Counselors

All counselors in the applicable building were also interviewed. One data collector interviewed all counselors utilizing the Counselors' Interview Form. Counselors were asked questions similar to those asked of staff members. In addition, they were requested to respond to questions concerning existence of training programs developed and/or utilized in the affective domain which would assist teachers in serving minority students.

Parents' Interview

Parents were interviewed by the Task Force Chairperson via telephone using Parent Interview Form. One fourth of parents whose children's records were reviewed were interviewed. To the extent possible, an attempt was made to interview at least one parent whose child's records were not reviewed. All parents were selected to reflect the various grade levels and handicapping conditions existent among their children. A comparison group of non-minority parents were also interviewed.

Questions asked of parents related to their knowledge of procedural safeguards, their attendance and involvement in IEP meetings and annual reviews, and their child's placement in special education programs.

Quality Control

Upon completion of data collection, all forms were reviewed for accuracy and completeness.

Data and Analysis

Interview data were coded and analyzed via SPSSX frequency and crosstabs procedures at the School of Urban Affairs at the University of Delaware. The results of the frequency and crosstabs analyses were interpreted and summarized at the Center for Educational Leadership and Evaluation.

The following section contains a summary of the results of the interviews and records examination in an attempt to respond to each of the thirteen study questions.

QUESTION 1: WHAT ARE STAFFING PATTERNS/RATIOS OF MINORITY PROFESSIONALS TO STUDENTS IN SPECIAL EDUCATION?

One of the major concerns of the Desegregation Advisory Committee is the employment of minority professionals in special education. Pursuant to this concern, information from several sources was obtained--and verified by members of the task force--to assess the current status of minority special education staffing patterns and ratios in the Brandywine, Red Clay Consolidated, Christina, and Colonial school districts. After examining the September 1986 Enrollment Report, the principals' interviews, and the director/supervisor of special education/personnel interviews, the bottom line is that minority special education professionals are "few and far between." Of the approximately 257 special education service professionals (i.e., psychologists, speech pathologists, educational diagnosticians, counselors, visiting teachers) in the targeted districts, 17% or 44 positions were held by minorities. It should be noted, however, that there is wide variation in the percentages of minority professionals by service type.

Employment of minority professionals in the specific school buildings examined in this study is even greater cause for concern. Four of 28 professionals (excluding teachers) were black; no Hispanic professionals were identified. Figures showing that 14% (8 of 58) of special education teaching positions in the schools were held by minorities reinforce this concern. The information on minority employment can be contrasted with the very different information in terms of district and building level minority special education student enrollments.

Interviewees listed 442 special education students at the targeted buildings. Of that number, 253 or 57% were identified as minority special education students--thus making the minority service professional/minority student ratio approximately 1:84 or one minority professional (excluding teachers) for every 84 minority special education students. In terms of minority special education teachers/minority special education students, the ratio is approximately 1:32. By contrast, the ratios 1:18 and 1:8 represent the numbers of service professionals and students and the numbers of special education teachers and students, respectively, overall. Also in comparison are the findings that, for every non-minority professional, there are nine non-minority students enrolled in the target schools; for every non-minority special education teacher, there are eight non-minority special education students.

McCullough Elementary School (Colonial School District) and the Telegraph Road Intensive Learning Center (Red Clay Consolidated School District) have the highest minority special education student enrollments and, with only one minority professional each, the highest professional/student ratios (i.e., 1:64 and 1:84, respectively). While the Telegraph Road ILC does have four minority special education teachers, McCullough has none.

As is depicted in Tables 1 and 2, presented at the end of this section, the principals of the targeted buildings maintained that the average minority enrollment in any of the special education classes in his/her building ranged from five to nine students--a seemingly positive finding. However, to restate the earlier finding, few of the classes serving minority special education students are headed by minority special education teachers.

In fairness, the relatively low professional/student and special education teacher/student ratios suggest that, overall, the minority students within these buildings are being served in terms of the "quantity" of assistance available. However, the availability of minority role models at present--which could affect self-concept and achievement--suggests that some of the needs of minority special education students are not being served.

Table 1

Staffing Patterns of Minority Professionals by District and School

	Brandywine			Red Clay			Christina			Colonial		
	W[a]	B	H	W	B	H	W	B	H	W	B	H
Professional	f	f	f	f	f	f	f	f	f	f	f	f
Psychologists	8	0	0	10	1	1	15	1	0	8	0	0
Speech Pathologists	11	0	0	14	0	1	21	2	0	7	0	0
Ed. Diagnosticians	6	1	0	16	3	1	10	4	0	14	1	0
Counselors	15	7	0	15	4	1	13	8	0	23	4	0
Visiting Teachers	2	1	0	1	1	1	3	0	0	1	1	0
Totals	42	9	0	56	9	5	62	15	0	53	6	0

	Harlan			Dickinson			Shue			McCullough			Red Clay ILC		
	W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
Psychologists	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Speech Pathologists	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Ed. Diagnosticians	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
Counselors	1	0	0	2	1	0	1	0	0	1	0	0	1	1	0
Visiting Teachers	1	0	0	0	1	0	1	0	0	0	1	0	—[b]	0	0

Note.

[a] The values represent the numbers of professionals by race (W=White, B=Black, H=Hispanic).

[b] Missing data.

Table 2

Staffing patterns/Ratios of Minority Special Education Teachers to Students

Item	Harlan		Dickinson		Shue		McCullough		ILC	
	Min	Non[a]	Min	Non	Min	Non	Min	Non	Min	Non
	f	f	f	f	f	f	f	f	f	f
# Special education teachers in building	1	5	1	3	2	7	0	13	4	22
# Students in special ed. classes	34	32	37	11	34	19	64	85	84	42
Average no. of students in special ed. classes	6	5	8	3	6	4	5	7	9	4

Note.

[a] These values represent the numbers of teachers by race (Min=Minority, Non=non-minority). [b] Data sources: Directors/Supervisors of Special Education, Principals.

QUESTION 2: WHAT ARE CERTIFICATION STANDARDS RELATING TO SPECIAL EDUCATION STAFFING?

One way to determine if minority special education students are being served adequately is to ascertain whether or not those persons responsible for aiding and instructing them are qualified to provide the necessary services. With few exceptions, the supervisors of special education interviewed in this study indicated that the credentials of the psychologists, speech pathologists, educational diagnosticians, counselors and visiting teachers employed within their respective districts met state certification requirements. Educational diagnosticians at Shue Middle School (Christina School District), McCullough Elementary School and the Telegraph Road ILC were listed as not possessing statutory credentials and certification requirements were listed as "not applicable" for the psychologist at the ILC. One counselor at the ILC was under contract and not licensed under State certification regulations.

The credentials of all teachers of LD, SEM, EMH, and HHPD students, where employed, were found by the supervisors to meet state certification requirements. There were no teachers of autistic children in any of the targeted schools at the time of the study and no teachers of HHPD students at Harlan Elementary School (Brandywine School District), Shue Middle School or the Telegraph Road ILC. These results are depicted in Table 3, presented at the end of this section.

With the exceptions noted in the two preceding paragraphs, it would appear that the minority--as well as non-minority--students at the targeted schools are being served by qualified staff persons. Interestingly, however, there seem to be no distinguishable state certification requirements for special education personnel in specific support staff roles (i.e., educational diagnostician, visiting teacher), except for those requirements issued for public school personnel in general. Authors of Administrative Manual: Programs for Exceptional Children state:

> All professional personnel working in programs for exceptional children, including related instruction personnel, teachers providing home, hospital, and/or supportive instruction, and persons providing supportive services, shall be required to hold certificates issued in accordance with the rules and regulations of the State Board of Education as published in Certification of Professional School Personnel, pages 79-82, or requirements by other state agencies as applicable (p. 30).

For the most part, therefore, the responsibility for documenting the credentials of special education personnel serving in the roles of educational diagnosticians and visiting teachers is left up to the individual district. Such individualized responsibility results in district-by-district variation in employment standards in terms of quantity and quality of special education personnel.

In an attempt to determine what the certification standards relating to special education staffing were in the targeted districts, job descriptions relative to the particular staff positions were solicited from the appropriate administrators. According to Dianne Dunmon, Supervisor of Personnel Services in the Red Clay Consolidated School District, the district "has one generic job description...for all personnel in all types of teaching positions." On the other hand, the Special Services Office of the Christina School District provided compartmentalized descriptions for special education professionals (i.e., educational diagnostician, visiting teacher/social worker, speech/language/hearing clinician, school psychologist, secondary school counselor) as did the Brandywine School District. Copies of the job descriptions received from the Brandywine, Christina, and Red Clay Consolidated school districts appear in the Appendix.

Table 3

Compliance w/Certification Standards (Respondents: Director/Supervisors of Special Ed.)

Position	Harlan			Dickinson			Shue			McCullough			ILC		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
Psychologists	x			x			x			x					x
Speech Pathologists	x			x			x			x			x		
Ed. Diagnosticians	x			x				x			x			x	
Counselors	x			x			x			x			—[a]		
Visiting Teachers	x			x			x			x			x		
LD Teacher	x			x			x			x			x		
SEM Teacher	x			x			x			x			x		
EMH Teacher	x			x			x			x			x		
Autistic Teacher			x			x			x			x			x
HHPD Teacher			x	x					x	x					x

Note.

[a] Missing data.

QUESTION 3: IS THE PRE-REFERRAL/CHILD STUDY PROCESS, AS UTILIZED, ADEQUATE?

The pre-referral and child study processes are multi-faceted procedures to identify and monitor at-risk students prior to the need for a formal determination of a handicapping condition. The efficient and effective implementation of these strategies is crucial to the fair and accurate provision of assistance to children with problems and eventual selection of students for special education programming. No system wants to misappropriate time and resources by providing special education services to children who were wrongly identified. It may be possible to remediate some children's problems at lower levels of service than a placement in a special education program. Inaccurate identification at the initial point of referral--in addition to being non-cost effective--can be injurious to the self-concept of the wrongly identified child and can result in the deprivation of services to children who genuinely need them.

It was difficult, however, to determine the adequacy of current pre-referral programs in the targeted schools as there were no federal regulations or specific state guidelines governing implementation in the administrative manual published before March 1987. Each district was responsible for setting up programs based on their individual interpretation of "best practice." The manual, disseminated since March 1987, addresses this issue.

Best practice as detailed in studies by Zinns, Graden, and Ponti (1985) and Graden, Casey, and Christensen (1985) describes the pre-referral process as a consultative process aimed at preventing, if possible, subsequent determinations of the need for special education services for a number of students. Through the implementation of classroom interventions, intra-staff and staff-parent discussion, and alternative placements, the problems of some at-risk students can be identified and remediated at the earliest point of referral. Zinns et al. (1985) listed as the steps in the pre-referral intervention model:

- referral for consultation;
- consultation;
- observation;
- child review team study;
- decision-making based on review.

Graden et al. (1985) listed similarly:

- teacher request for assistance;
- consultant/team and teacher meeting;
- identify and specifically define problem(s);
- prioritize problems;
- develop intervention plan.

For the current study, the chairperson of the task force identified several components of the pre-referral/child study process deemed appropriate in Delaware schools. The components included:

- classroom intervention prior to referral;
- involvement of regular education teachers in the child study process;
- involvement of special education teachers in the child study process;
- involvement of related services personnel in the child study process;
- strategies for retention in regular education.

Inquiries relating to the execution of the pre-referral/child study procedures were made of principals, counselors, staff persons, educational diagnosticians, special education students, and parents.

Each of the principals was asked to respond as to whether a particular pre-referral intervention component from the previous list was utilized at his/her school. The principals were asked to cite examples of the actual implementation of the intervention(s). The principals at Harlan, Shue, and McCullough indicated that all of the pre-referral components are utilized at their respective schools. The principal at Dickinson High School (Red Clay Consolidated School District) did not indicate that classroom interventions are employed at his/her school because no students have been placed in special education classes at Dickinson in five years. Since referrals to the Telegraph Road ILC are made prior to a student's enrollment at the school, responses from the ILC's principal concerning most pre-referral components were precluded.

A variety of examples of classroom interventions were supplied by the three responding principals. Interventions ranging from "changing [at-risk students'] seats" and "[the use of] behavior modification" to "testing" and "[referral to the school] Student Services Team" were cited.

According to Zinns et al. (1985), the classroom teacher provides the impetus for the pre-referral process and seeks the assistance of a designated consultant (e.g., school psychologist, special education teacher) as well as from additional personnel as warranted. Pre-referral processing is commonly a "multi-disciplinary team approach in which one team member assumes responsibility for serving as the primary consultant for a specific case" (Graden et al., 1985; p. 11). As depicted in Table 4, presented at the end of this section, the examination of a sample of student records revealed that initial referrals for special education services were done largely by teachers in each of the five schools. At Harlan, counselors are involved in the child study process as needed and the principal is always involved from the initial point of referral--although this is not the case at all schools. The related services personnel brought into the process usually include the educational diagnostician, psychologist, and speech pathologist.

The child study process at Dickinson employs the psychologist and sometimes the school nurse. The principal indicated, however, that s/he enters the process only "as needed" when there is a particularly critical situation. At Shue, if not the principal, then an appropriate designee may be appointed to the process. At McCullough, the assistant principal is most often the administrator involved. Interestingly, the Student Services Team at Shue, as identified by the principal, includes the school librarian in addition to the nurse, a special education teacher, the student's regular classroom teacher, and the psychologist.

The principals at Harlan, Shue, and McCullough indicated that the retention strategies utilized at their schools are similar or the same as their intervention strategies. There was the added comment from Shue's principal that "we do anything we can" to retain students in regular education classes.

Related services staff (speech pathologists, psychologists, special and regular education teachers, visiting and hearing teachers) as well as counselors and educational diagnosticians were polled concerning the degree of their involvement in the pre-referral/child study process. As in the previously cited principals' data, a majority (60-64%) of the respondents at Harlan, Shue, and McCullough indicated that they provide both pre-referral classroom interventions and assistance to regular education teachers in developing interventions. Regular and special education teachers, who do not usually recommend interventions nor provide intervention assistance to colleagues, comprised the majority of those staff persons responding "not applicable" to inquiries along these lines. Only the psychologist at McCullough and the two special education teachers at Shue reported that they do not suggest interventions or provide intervention assistance to regular education teachers, respectively.

Thirty-eight percent or 23 of 60 respondents (excluding personnel from the ILC who do not make referrals) indicated that they thought the recommended classroom interventions eliminated the need for student referral for special education services in some cases; 6% of the personnel thought the interventions eliminated the need "most of the time." More than one-half of the respondents (33) reported that they felt prepared to implement appropriate pre-referral interventions as needed. As suggested in the literature cited previously, special and regular education teachers and psychologists comprised the bulk of this group.

Recommendations for the implementation of alternative placements can be made by designated personnel as part of the pre-referral intervention program. A range of alternative placements for students being considered for special education services was listed by the principals at the targeted schools. At Harlan, it was reported that students could be placed in either Chapter I reading and math programs or in modified ability groupings in the classroom or in another classroom or in a special guidance program. McCullough employs Chapter I programming and provides changes in instructional levels and groupings also. The principal at Dickinson commented that, while they mainstream students "out to regular education," Dickinson does not "have enough meaningful courses available at lower functioning levels." Shue, at perhaps the other end of the continuum from the Harlan and its multiple alternatives, offers "none other than a few basic skills classes." The variation in alternative placement possibilities across schools suggests that the ability to offer such placements at the building level may warrant further study and consideration.

Respondents were asked to describe their involvement in the child study process or subsequent monitoring of each child referred for special education services. At Harlan and McCullough, all of the respondents reported involvement in the process. At Dickinson and Shue, a majority of the respondents (24 of 31) indicated that they also were involved in child study; the psychologist and three regular education teachers at Dickinson and the counselor and one regular education teacher at Shue responded that they were not involved. Those service personnel who were involved reported that, for the most part, they did so "all the time." When asked if they thought they should be involved in the child study process, everyone except one regular education teacher each at Dickinson and Shue and one special education teacher at the ILC responded affirmatively.

Despite the apparent desire to participate in the process, responsibility for ensuring that the recommendations of the child study team are carried out was attributed to the educational diagnostician by a majority (56%) of the 72 respondents (including ILC staff) to the question. Twenty interviewees, citing the "other" response category, reported that they felt that primary responsibility for follow-up of recommendations should be shared by at least two special services personnel (e.g., a special education teacher and an educational diagnostician).

Collaboration, including parent-staff interaction, and student advocacy are the hallmarks of the pre-referral intervention models in the literature. It is possible that the adequacy of pre-referral/child study efforts can be measured to some extent by the degree of confidence bestowed on the programs by both parents and students. The literature strongly recommends that the parents of at-risk students be informed of and involved in decision-making and, generally, this is the case in the target schools as reported by both service personnel and a sample of parents. Belief in the special education identification process was expressed by one-half of the 53 parents interviewed (including 16 white parents, 10 black parents, and 1 Asian parent). Negative responses outnumbered positive responses, indicating "non-belief" of the child's special education classification, for Dickinson and McCullough parents; almost equal numbers of black and white parents expressed this concern.

Interviews with a sample of special education students revealed a more evenly split set of responses; approximately similar numbers of respondents thought that they either "belonged" or "did not belong" in special education. Black students (65%), however, stated that they did not believe that they belonged in special education classes more often than did white students (44%), nor did the majority of black student respondents (14 of 20) report that they knew why they had been placed in special education classes. Negative comments such as these outnumbered positive responses at Dickinson and the ILC. The interpretation of the student responses here--and throughout this report--constitutes a difficult and delicate task. There is a fine line between an inaccurate referral and normal student denial and uneasiness concerning the need for services. Negotiation of this fine line, however, can only be made via the sensitive observations of qualified, empathetic professionals.

Table 4

Adequacy of Pre-Referral/Child Study Process

Item	Harlan	Dickinson	Shue	McCullough	ILC
	f	f	f	f	f
1. Who made the initial service referral? (Records)[a]					
Principal	2				4
Teacher	14	27	15	35	39
Counselor					1
Childfind	4		6	6	4
Parent	2	1	1	1	1
Student					
Outside	2	1	1		8
Don't Know			1		

Note.

[a] Data source (e.g., parent interview, record review)

Table 4 (cont.)

Item	Harlan			Dickinson			Shue			McCullough			ILC		
	S	C	ED	S	C	ED	S	C	ED	S	C	ED	S	C	ED
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
2. Do you provide pre-referral classroom interventions?															
Yes	7	1		1	1		6	1	2	7	1	2			
No	1						1	1		1					
N/A	3		1	10	2	1	4	1		5			9	2	1
3. Do you assist regular teachers in recommending interventions?															
Yes	8	1		1	2	1	5	1	2	9	1	2			
No					1		2	1							
N/A	3		1	10			4	1		4			9	2	1
4. Does intervention eliminate need for referral?															
Most of time	1				1	1	1								
Sometimes	4	1	1	1	2		2	1	2	6	1	2			
Seldom	3						3			1					
Not at all															
N/A	3			10			5	2		6			9	2	1
5. Prepared to provide pre-referral interventions?															
Yes	9	1		2		1	4	2	2	9	1	2	1	1	
No								1							
N/A	2		1	9	3		7			4			8	1	1
6. Parent informed of/involved in pre-referral intervention?															
Yes	9	1	1	1	2	1	5	1	2	9	1	2			
No	1						1								
N/A	1			10	1		5	2		4			9	2	1
7. Are you involved in child study process?															
Yes	11	1	1	6	3	1	10	2	2	13	1	2			1
No				4			1	1					3	1	
N/A				1									6	1	

Note. These values represent responses by staff members (S), counselors (C), and educational diagnosticians (ED) at each school.

Table 4 (cont.)

Item	Harlan			Dickinson			Shue			McCullough			ILC		
	S	C	ED	S	C	ED	S	C	ED	S	C	ED	S	C	ED
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
8. Should you be involved in child study process?															
Yes	11	1	1	10	3	1	10	2	2	13	1	2		1	1
No				1			1	1					1		
N/A													8	1	
9. Consider counselors an integral part of process?															
Yes	11	1	1	8	3	1	10	2	2	13	1	2	2	2	1
No				3			1	1							
N/A													7		
10. Is principal involved in child study process?															
Yes	11	1	1	3	1	1	4	1	1	13	1	2		1	1
No				7	2		7		1				1		
N/A				1				2					8	1	
11. At what point is principal involved?															
Entry level	10	1	1		1	1	2	1		10	1	2			
Later	1			2			1			2					1
End of process									1	1					
Not at all															
N/A				8	2		8	2					9	2	
12. Whose responsibility is it to ensure child study recommendations carried out?															
Regular teacher															
Sp. Ed. Teacher				2			1						4		
Principal	1									3	1				
Ed. Diagnostician	5		1	7	3	1	6		2	7		2	3	2	1
Counselor															
Other	5	1		2			4	3		3			2		

Note. These values represent responses by staff members (S), counselors (C), and educational diagnosticians (ED) at each school.

Table 4 (cont.)

Item	Harlan			Dickinson			Shue			McCullough				ILC		
	W f	B f	H f	W f	B f	H f	W f	B f	H f	W f	B f	H f	A f	W f	B f	H f
13. Do you believe that your child is in fact, [handicapping condition]? (Parents)																
Yes	3	3		1	2		4	1		2			1	6	4	
No	1	1		5	4			3		2	4			2	3	1
14. Do you know why you were placed in sp. ed. classes? (special ed. students)																
Yes	3	2	1	5	1	1	1			4	1	1		3	2	
No	1	2		1	4			1		2	3			5	4	1
15. Do you think you belong in special ed. classes?																
Yes	3	2	1	3	2		1			4	1	1		3	2	
No	1	2		3	3	1		1		2	3			5	4	1

Note. These values represent responses of parents and special education students categorized by race (i.e., W=White, B=Black, H=Hispanic).

QUESTION 4: ARE EVALUATION PROCEDURES AND TESTS FOR MINORITY STUDENTS APPROPRIATE?

The concern for fair and equitable assessment was addressed in several questions put to the principals, counselors, related services staff, and educational diagnosticians. In the last two decades, the fields of educational and psychological testing have become increasingly sensitive to issues surrounding the testing of minority children and it is necessary, therefore, to monitor the fairness and accuracy of testing procedures utilized for the minority special education population in this study.

The state reference manual states that evaluation procedures should be initiated to assess a child's behavior and contribute to the case study data used in making referrals. The manual also states that all tests and evaluation materials should be valid and reliable and free from racial and/or culturally discriminatory contents and procedures. The chairperson of the task force then identified five components of testing upon which to judge the appropriateness of assessment procedures:

- individual administration of tests;
- use of district-approved materials;
- use of test adaptations;
- use of alternative test procedures;
- consideration of cultural bias in test materials.

Interestingly, neither the interview questions nor the subsequent data analyses differentiated between testing procedures utilized for minority children and the student sample in general.

Table 5--located at the end of this section--depicts that, in almost all cases, tests were individually administered and deemed "appropriate" (although the term was not defined) or selected in accordance with district recommendations by either the principal, a related services professional, a counselor, or an educational diagnostician within each school. Two of the counselors at Dickinson reported that they do not administer tests individually, possibly because they are responsible for administering group vocational or interest surveys only. Four staff members--three at Dickinson and one at Shue--reported that they do not utilize district-approved tests. It was learned, however, that the question was interpreted as implying "use of district-approved tests exclusively" whereas several of the same respondents noted that they use both district-approved tests and other reputable instruments not cited on the district test list. A list of the test titles supplied by respondents appears in the Appendix.

Test adaptations--usually constructed by the test giver--were utilized in every school by at least one of the service professionals listed. Those persons who do not usually perform any testing service or make decisions pertaining to the appropriateness of a selected procedure responded "not applicable" to questions pertaining to the issue of test adaptations. A segment of each staff, however, reported that they do provide alternative testing procedures as needed for mainstreamed students.

Twenty-four staff members involved in testing (i.e., not responding "not applicable" to the question) indicated that they consider cultural bias in testing materials; 14 respondents reported that they did not consider cultural bias. There is a problem in the interpretation of these results, however, because no operational definition of the term "cultural bias" was supplied to the respondents. Thus, no determination of what the respondent meant when noting a "consideration" can be made from the data. To truly assess the adequacy of such a consideration, one would need to know if, for example, "biased" tests were rejected and not used or reported to school administrators, or if "biased" items were modified. It may be that respondents consider suspicious test items passively, without taking any action at all. The ambiguity of this important item lessened the positive impact of the other findings under this question.

Table 5

Appropriateness of Evaluation Procedures and Tests for Minority Special Education Students

		Harlan			Dickinson			Shue			McCullough			ILC		
Item		S	C	ED	S	C	ED	S	C	ED	S	C	ED	S	C	ED
		f	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*
1. Tests individually administered?																
	Yes			1			1		1	1		1	2		1	1
	No					2										
	N/A		1			1			2						1	
2. Use district-approved tests?																
	Yes	7		1	1	2	1	8	1	1	13	1	2	1	1	1
	No				3			1	1							
	N/A	4	1		7	1		2	1	1				8	1	
3. Consider cultural bias in test selection?																
	Yes	4			4	1		4		1	6			2	1	1
	No	3			1	1	1	2	1		2	1	2			
	N/A	4	1	1	6	1		5	2	1	5			7	1	
4. Use test adaptations?																
	Yes	4			3	2	1	4			8		1	1		1
	No	6		1	1			3	1		5	1	1	1	1	
	N/A	1	1		7	1		4	2	1				7	1	
5. Provide alternative testing procedures for mainstreamed students?																
	Yes	4			4			4			5					
	No				5			3			3					
	N/A	7			2			4			5			9		

Note. These values represent responses by staff members (S), counselors (C), and educational diagnosticians (ED).

QUESTION 5: ARE BEHAVIORAL OBJECTIVES, INCLUDING LEVEL OF DIFFICULTY/ CHALLENGE BY EXCEPTIONAL CATEGORY, APPROPRIATE?

The chairperson of the task force decided to assess the appropriateness of behavioral objectives via evidence (or the failure to find evidence) of student "growth," "progress," or "mastery" in achieving academic and social behavioral objectives. The major source of information concerning student behavioral objectives was student records and two members of the task force examined them to determine if student progress was evident in each case. As depicted in Table 6, appearing at the end of this section, the review revealed evidence of behavioral growth in a majority of the sampled students' records at each institution; the percentages of records indicating progress ranged from 79% (19 of 24) at Harlan to 97% (28 of 29) at Dickinson. Similarly, the percentages of records reflecting student mastery of stated behavioral objectives ranged from 79% (19 of 24) at Harlan to 93% (39 of 42) at McCullough.

Sixty-three percent (29) of the 46 related services staff at the four schools with mainstreamed students reported that they thought the progress of the students was "good." Twenty-two percent of the respondents reported "very good" progress and 15% reported "fair" progress. None of the staff members at the four schools serving mainstreamed students reported "poor" student progress.

In addition to a review of the student records, mainstreamed and special education students were interviewed about the level of difficulty/challenge of their lessons in an attempt to gauge the "appropriateness" of behavioral objectives. Forty-eight percent (16 of 33) of the mainstreamed students reported that they felt that the difficulty of their lessons was "about right," however, five of the five students contacted at Harlan reported that their lessons were "too hard" or that they needed help. Five of the 11 mainstreamed students at McCullough stated that they could use extra help also. Twenty-two of the 49 special education students across the five schools described the difficulty of their lessons as "about right" also. Similar patterns of responding were found for each student racial group as well.

Table 6

Appropriateness of Behavioral Objectives

Item		Harlan		Dickinson		Shue		McCullough		ILC	
		f	%	f	%	f	%	f	%	f	%
1. In your judgement, what has been the progress of mainstreamed students? (Staff)[a]											
	Very good	2	18	3	27	2	18	3	23		
	Good	7	64	4	36	9	82	9	69		
	Fair	2	18	4	36			1	8		
	Poor									1	11
	N/A									8	89
2. Level of difficulty/ challenge of behavioral objectives reflect progress? (Records)											
	Yes	19	79	28	97	20	83	37	88	48	84
	No	5	21	1	3	4	17	5	12	9	16
3. Student is mastering stated behavioral objectives? (Records)											
	Yes	19	79	25	86	22	92	39	93	48	84
	No	5	21	4	14	2	8	3	7	9	16
4. Difficulty of lessons? (Mainstreamed students)											
	Too easy			1	11	2	25				
	About right			7	78	4	50	5	45		
	Too hard	2	40					1	9		
	Use help	3	60	1	11	2	25	5	45		
5. Difficulty of lessons? (Special ed. students)											
	Too easy	2	22	4	33	1	50	4	36	3	20
	About right	2	22	6	50	1	50	4	36	9	60
	Too hard	4	44	1	8			2	18	3	20
	Don't know	1	11	1	8			1	9		

Note. Sources for data: staff interviews, student records, mainstreamed student interviews, special education students interviews.

QUESTION 6: ARE PARENTS ACTIVELY INVOLVED IN THE IEP/ANNUAL REVIEW PROCESS?

Interviews with the school principals, related services staff, and parents served as the primary source of information pertaining to parent involvement. A sample of student records was also examined. All of the principals reported that parents of special education/mainstreamed students attend conferences concerning their child's programming at least annually; the principal at Shue reported yearly reviews, while the principals at McCullough and the ILC reported weekly and daily meetings, respectively. Forty-three of the 55 related services staff (76%) reported that they conduct periodic conferences with parents. The respondents noted that these conferences are conducted usually at either the parent's or teacher's request, as prescribed by program policy or as changes in academic or social growth warrant.

As depicted in Table 7, presented at the end of this section, a large majority (72-85%) of the parents responded affirmatively to questions concerning the signing of their child's IEP and having the IEP explained to them. They indicated that they did receive periodic reports about the child's progress and copies of the IEP and that they were notified of and attended meetings. Overall, this picture of parent involvement is confirmed in the review of the student records. Eighty-five percent of the records revealed that parents had signed initial placement documentation and had attended the annual review conference. The ILC--with the largest number of parents of special education students--registered the largest number of negative parent responses.

Thirty-seven percent (6) of the ILC parents reported that they neither signed their child's IEP nor had it explained to them and, according to records, 42% (24) did not attend the annual review conference. Forty-four percent of the ILC parents reported that they did not attend IEP preparation meetings. Fifty percent (4) of the parents at Shue reported that they did not attend IEP meetings either. Across these groups of parents reporting that they did not attend meetings, "lack of transportation" was the most frequently cited reason (excluding the category "not applicable").

It should be noted that, of the 31 negative responses to two questions about active parent involvement (i.e., "Did parent sign IEP,...attend meetings?"), 23 were given by black parents. While eight black parents reported that they attended meetings, 17 reported that they did not. Again, the most frequently cited explanation (excluding the category "not applicable") was the lack of transportation.

Table 7

Parental Involvement in IEP/Annual Review Process

	Harlan		Dickinson		Shue		McCullough		ILC	
Item	f	%	f	%	f	%	f	%	f	%
1. Did parents sign at conference? (Records)										
Yes	22	92	25	86	15	63	42	100	46	81
No	2	8	4	14	8	33			11	19
Don't know					1	4				
2. Did parent attend annual review? (Records)										
Yes	22	92	17	59	20	83	39	93	33	58
No	2	8	12	41	4	17	3	7	24	42
3. Did you have the details of the IEP explained to you? (Parents)										
Yes	6	75	9	75	5	63	8	89	10	63
No	2	25	3	25	3	37	1	11	6	37
4. Were you notified of meetings? (Parents)										
Yes	6	75	10	83	7	88	8	89	14	88
No	2	25	2	17	1	12	1	11	2	12
5. Did you request a copy of your child's IEP? (Parents)										
Yes	7	88	11	92	8	100	9	100	12	75
No	1	12	1	8					4	25

Note. Sources of data: student records, parent interviews

Table 7 (cont.)

Item	Harlan			Dickinson			Shue			McCullough				ILC			
	W	B	H	W	B	H	W	B	H	W	B	H	A	W	B	H	A
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
6. Did you sign child's IEP? (Parents)																	
Yes	4	3		6	6		4	4		3	4		1	8	2		
No		1								1					5	1	
7. Did you attend meetings? (Parents)																	
Yes	4	1		5	2		4			1	4		1	7	1		
No		3		1	4			4		3				1	6	1	
8. If attended meetings, was there an opportunity to plan? (Parents)																	
Great	1	1		3	1		3				2		1	5	1		
Some	3			2	1		1			1	2			2			
N/A		3		1	4			4		3				1	6	1	
9. If you didn't attend, why not? (Parents)																	
Transportation		2			2			2		1					1	1	
Bad hours								1							2		
Work		1		1	1												
Other					1			1		2				1	3		
N/A	4	1		5	2		4			1	4		1	7	1		

Note. Source of data: parent interviews.

These values represent responses by parents according to race: W=White, B=Black, H=Hispanic, and A=Asian.

QUESTION 7: ARE STUDENTS PLACED IN THE LEAST RESTRICTIVE ENVIRONMENT?

To some authorities, the concept of Least Restrictive Environment (LRE) means that a child has the right to be placed in an age-appropriate, regular school building with non-handicapped peers regardless of his/her own handicapping condition. Although an assignment to an LRE setting does not necessarily mean the child is mainstreamed into a regular classroom, it does mean that the child can expect to attend school at a regular school building in the district s/he would have attended had s/he not been handicapped. It also means that the child can expect to receive special education services as warranted at that building even if arrangements for itinerant service providers must be made and can follow a schedule of activities which resembles that of non-handicapped peers.

All but one of the 176 student records reviewed for this study revealed students currently in LRE situations. One student at the ILC was not in an LRE setting.

In the past, the availability of service providers was a common justification for isolated special education programs. Now, the literature advocates a more integrated delivery of services in as regular a setting as possible. To this end, the task force inquired as to the steps undertaken by principals to decrease restriction in the special education student's environment. Each of the principals was asked to list ways to bring about this goal and, as expected, a variety of responses was provided. Responses ranged from "[referral for] follow-up counseling as needed," "[use of] Student Assistance Center" and "[use of] behavioral modification techniques" to "[gaining] support from district level officials for LRE."

QUESTION 8: ARE PARENTS AWARE/KNOWLEDGEABLE OF PROCEDURAL SAFEGUARDS (LEGAL PROTECTION)?

Parents of handicapped children are not only encouraged to become actively involved in the decision-making relative to academic and therapeutic assistance, but are encouraged to be aware of the safeguards established for the identification, evaluation, and placement process. During a time when allegations of an over-enrollment of minorities in special education classes have been made, parent awareness of such safeguards becomes crucial.

The state reference book, Administrative Manual: Programs for Exceptional Children, mandates that prior notice of any initiation, change, or refusal of services should be given to his/her parents. Parental consent, therefore, must accompany educational program decisions and it is the responsibility of the district and school to attempt to bring parents into the decision-making process.

Counselors, educational diagnosticians, members of the support staff, as well as a sample of parents, were interviewed about school/district efforts to inform and educate parents concerning procedural safeguards. The results are depicted in Table 8--located at the end of this section. At least one counselor, diagnostician, and staff member reported that parents are informed of and involved in pre-referral interventions. These conclusions may result from the fact that special education professionals sometimes designate one staff member from among their school team to act as the liaison with parents, which may account for the high incidence of "not applicable" responses here.

The parents reported that they were aware of most procedural safeguards. A majority of parents at each school responded that they had received a written request to test their child, were aware that they could refuse testing, and had been informed of the child's test results. The percentages of positive responses to questions concerning these issues ranged from 56% at McCullough to 100% at Dickinson and Shue. In addition, the parents reported that they were notified in writing of meetings, had had details of their child's IEP explained, and were aware of the annual review process.

Response patterns changed, however, with regard to parent requests for an advocate. According to sources at the Delaware Department of Instruction, a parent advocate is "an individual who promotes the development of a child by increasing the understanding and appreciation of the rights, strengths, and needs of the child and by improving planning and services to meet those needs (i.e., emotional, physical, educational or social needs)." Negative responses to the question, "Did you request a parent advocate?", are not necessarily indicative of a lack of parental involvement, but may be either an indication of the parents' confidence in promoting the child's development themselves or their lack of familiarity with the parent advocate's role. Fewer positive than negative responses were recorded for parents of both races at each school; at McCullough, 100% of the parents reported that they had not requested a parent advocate. At the other schools, the negative percentages ranged from 62.5% at Harlan to 91.7% at Dickinson.

Again, as noted previously, minority parents responded negatively to questions pertaining to these items more frequently than did non-minority parents. Five Black parents interviewed at the ILC reported that they had not been made aware of the annual review process. Negative responses equalled or outnumbered positive responses at three of the five schools (i.e., Harlan, Dickinson, McCullough) when parents were asked if the grievance process had been explained to them.

Table 8

Parental Awareness/Knowledge of Procedural Safeguards

Item		Harlan n=8			Dickinson n=12			Shue n=8			McCullough n=9				ILC n=16		
		W	B	H	W	B	H	W	B	H	W	B	H	A	W	B	H
		f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
1. Did you receive a request to test child?																	
	Yes	3	3		6	6		4	4		4	3		1	8	5	1
	No	1	1									1				2	
2. Were you aware of your right to refuse testing?																	
	Yes	3	3		5	6		4	4		3	1		1	7	7	1
	No	1	1		1						1	3			1		
3. Were you informed of test results?																	
	Yes	4	2		6	5		4	2		4	3		1	6	5	1
	No		2			1			2			1			2	2	
4. Have you requested a parent advocate?																	
	Yes		1		1			1							1	1	
	No	4	1		5	6		3	4		4	4		1	7	6	1
	N/A		2														
5. Did you have grievance process explained?																	
	Yes	3	1		2	3		3	2		1	2			6	4	1
	No	1	3		4	3		1	2		3	2		1	2	3	
6. Are you aware that annual review is required?																	
	Yes	2	1		6	6		4	4		4	4		1	8	2	1
	No	2	3													5	
7. Were you notified in writing of meetings?																	
	Yes	4	2		6	4		4	3		3	4		1	8	5	1
	No		2			2			1		1					2	

Note. Parent responses categorized by race (W=White, B=Black, H=Hispanic).

Table 8 (cont.)

	Harlan			Dickinson			Shue			McCullough				ILC		
	n=8			n=12			n=8			n=9				n=16		
	W	B	H	W	B	H	W	B	H	W	B	H	A	W	B	H
Item	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
8. Did you have the details of the IEP explained?																
Yes	4	2		6	3		4	1		3	4		1	8	2	
No		2			3			3		1					5	1
9. Did you sign your child's IEP?																
Yes	4	3		6	6		4	4		3	4		1	8	2	
No		1								1					5	1

Note. These values represent responses provided by parents according to race: W=White, B=Black, H=Hispanic, and A=Asian.

QUESTION 9: WHAT ARE THE RATES OF PROGRESS OF MINORITY VS. NON-MINORITY STUDENTS IN SPECIAL EDUCATION?

The examination of the student records of special education and mainstreamed students to answer Study Question 5 revealed that, in general, both groups of students had indeed shown progress towards the achievement of both academic and social objectives. This general progress was mirrored in the records of minority and non-minority students examined separately and is depicted in Table 9--located at the end of this section.

In the area of social objectives, the records of four times as many minority students (43) showed social growth whereas 11 did not. Evidence of the actual meeting of social objectives appeared in twice as many minority student records as did evidence of the failure to meet such goals. In terms of academic objectives, the records of 82 minority students reflected growth--as determined by task force reviewers--compared to 14 students whose records did not reflect academic gain. These figures mirror those discussed previously concerning the larger sample.

Records indicating that the student's functioning ability had either remained at the same level, increased only minimally, or had decreased were assigned to the "no growth" category. Minority students whose records were interpreted as revealing "no growth" or a failure to meet stated objectives often had records showing poor attendance, distracting family problems, and difficulties from substance abuse. Again, students whose records did not indicate the assignment of social objectives (e.g., non-SEM students) accounted for the large number of "not applicable" designations.

Service level designations compared favorably between the two racial groups as did the number of students mainstreamed. Fifty-six percent (37) of the minority records reviewed yielded student service level designations of "3"; 45% (24) of the non-minority records carried service designations of "3." Seventy-nine percent (52) of the minority records indicated that the student had been mainstreamed into regular education classes compared to a figure of 85% (45) for non-minority students. A large majority of the records revealed that both minority and non-minority students were mainstreamed in excess of seven hours each week; 16 of 66 minority students were being mainstreamed less than seven hours as were 9 of 53 non-minority students. These figures exclude the ILC where all student service level designations are "5" and students are not mainstreamed.

If the number of years served in special education programming can be construed as an indicator of rate or progress, then findings are again similar for both minority and non-minority students. Student records of current grade level and grade at point of entry were compared at each institution. Of the 12 minority Harlan students in the fourth through sixth grades at the time of study, 10 had entered special education programming at the elementary level, one had entered in kindergarten, and one in preschool. Of the 12 non-minority students, 10 had entered programming in elementary school and one in preschool. The figures, indicating an elementary school level point of entry, remain similar for both minority and non-minority elementary, middle, and high school students whose records were examined for this study. In the absence of significant racial differences in points of entry, the length of stay in special education programming for either minority or non-minority children could be a cause for concern. These records imply that children who were in high school at the time of study, for example, probably have been in special education programming for four to eight years. One or two students and principals lamented the fact that guidelines for program termination are less clear than for entry.

In addition to the records data, minority and non-minority special education students were interviewed concerning their academic development. As in the larger sample, minority students reported generally that math was one of their most difficult subjects and that their progress is aided by their special education classes. Minority students in both special education and mainstream programs reported that the difficulty level of their lessons was "about right."

One caution in the interpretation of the records data is offered, however. The selection of student records sought to yield more of a "matched" sample than a completely random one. Discrepancies in progress and perception may be greater (or even less) in the populations at-large than conveyed by these results.

Table 9

Rates of Progress Minority v. Non-Minority Students

		Harlan			Dickinson			Shue			McCullough			ILC		
Item		W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
		f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
1. Social objectives reflect growth? (Records)																
	Yes	3	4		2	1	2	2	3		6	5	1	25	22	5
	No	2	1		2	3		1			2	4		2	3	
	N/A	7	7		5	13	1	9	9		12	12				
2. Academic objectives reflect growth? (Records)																
	Yes	10	9		8	12	2	10	10		19	21	1	24	23	4
	No	2	3		1	5	1	2	2		1			3	2	1
3. Social objectives met? (Records)																
	Yes	3	4		2	1	1	4	5		6	5	1	22	20	5
	No	2	5		2	4	1	1	1		2	4		5	5	
	N/A	7	3		5	12	1	7	6		12	12				
4. Level of difficulty/ challenge of behavioral objectives reflect progress? (Records)																
	Yes	10	9		9	16	3	11	9		17	19	1	22	22	4
	No	2	3			1		1	3		3	2		5	3	1

		Harlan		Dickinson		Shue		McCullough		ILC	
Item		W	M	W	M	W	M	W	M	W	M
		f	f	f	f	f	f	f	f	f	f
5. Student is mastering stated behavioral objectives? (Records)											
	Yes	10	9	9	16	11	11	18	21	22	26
	No	2	3		4	1	1	2	1	5	4

Note. These values represent data derived from student records and are categorized by race (W=White, B=Black, H=Hispanic, M=Minority).

Table 9 cont.

Item	Harlan			Dickinson			Shue			McCullough			ILC		
	W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
6. Student service level: (Records)															
Level 1				1			8	5		1	1				
Level 2				2	3	1	4	7		4					
Level 3	9	9		6	14	2				9	11	1			
Level 4	3	3								6	9				
Level 5													27	25	5
7. Student is mainstreamed? (Records)															
Yes	9	9		9	16	2	12	12		15	12	1			
No	3	3			1	1				5	9		27	25	5
8. Number of hours per week? (Records)															
0 hrs.	3	3				1				5	9		27	25	5
1-2 hrs.															
3-4 hrs.					3										
5-6 hrs.	1														
7+ hrs.	8	9		9	14	2	12	12		15	12	1			
9. Difficulty of your lessons is: (Mainstreamed)															
Too easy					1		1	1							
About right				3	3	1	1	3		3	2				
Too hard	2									1					
Use help		2		1			2			2	2	1			
10. What subjects do you think you need more help in? (Special ed. students)															
English				1	1		1				1		2		
Math	1			2	2			1		1	2		3	1	1
Soc. Studies		1		1	1							1	1	2	
Science					1	1									
Other	3	3	1	2						5	1		2	3	

Note. These values represent data provided by student records, interviews with mainstreamed special education students and with non-mainstreamed special education students. The values were categorized by race (W=White, B=Black, H=Hispanic).

Table 9 (cont.)

	Harlan			Dickinson			Shue			McCullough			ILC		
Item	W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
11. Difficulty of your lessons is: (special ed. students)															
Too easy		1	1	1	2	1	1			2	1	1	2	1	
About right		2		4	2			1		2	2		4	4	1
Too hard	3	1		1						2			2	1	
Don't know	1				1						1				

Note. These values represent responses by special education students (non-mainstreamed) and are categorized by race (W=White, B=Black, H=Hispanic).

QUESTION 10: WHAT IS THE CERTIFICATION, TRAINING AND UTILIZATION OF EDUCATIONAL DIAGNOSTICIANS?

In their responses to an earlier question (i.e., "In your school, whose responsibility is it to ensure that the recommendations of the child study process are carried out?"), a majority of staff members cited the educational diagnostician--thus attributing a great deal of significance to that professional role. In fact, the significance of the building educational diagnostician is reflected in the number and variety of roles and functions s/he serves.

Each of the principals and educational diagnosticians reported that the diagnostician serves multiple roles. This information corresponded to that of the special education administrators contacted. Although the diagnosticians' roles varied from school to school, each had testing, pre-referral, and child study process responsibilities. In addition, the Harlan diagnostician conducts observations and performs record-keeping chores and monitors the procedural safeguards, while the Shue diagnosticians check on student achievement. At McCullough, the educational diagnosticians serve as liaisons with parents and monitors safeguards; the diagnostician at the ILC assists in decision-making pertaining to student dismissal as well as placement in programs. The diagnostician at Dickinson serves as a record-keeper in addition to a liaison between students and high schools and between school staff and district IRPD meetings.

While there is little doubt that these roles must be served, the variation of the tasks performed by a single professional may be due, in part, to the fact that there are no state regulations or certification guidelines mandating the educational diagnostician's duties. Three of five district administrators responded that the credentials of the diagnostician(s) serving the target school in their district were not certified because there are no state certification regulations for educational diagnosticians specifically.

All but one of the seven diagnosticians reported that their preservice study was in special education; one of the McCullough diagnosticians reported an elementary educational background. Of the educational diagnosticians with a special education background, three respondents (i.e., diagnosticians at Harlan, Dickinson, and the ILC) reported a "non-categorical" area of exceptionality. In terms of areas of special education exceptionality, diagnosticians again reported a variety of areas: elementary education, SEM, EMH, and a combination of areas (e.g., LD/SEM/elementary education).

QUESTION 11: WHAT IS THE TRAINING OF REGULAR AND SPECIAL EDUCATION STAFF IN SERVING SPECIAL EDUCATION STUDENTS, INCLUDING MAINSTREAMED SPECIAL EDUCATION STUDENTS?

For the most part, each group of related services professionals per school indicated that they had taken a variety of inservice training courses. These courses were categorized into four areas: behavioral management, human relations, classroom instruction, and classroom management. The respondents--special education and regular education teachers, psychologists, speech pathologists, counselors, and visiting teachers--listed an assortment of inservice courses in each category.

A sample of behavioral management inservice options included courses in behavioral change techniques, assertive discipline, and educational psychology. Training provided by the universities of Delaware and Pittsburgh on desegregation as well as courses in the psychology of teaching, effective teaching, and counseling were listed in the human services category. For classroom instruction inservice, respondents cited courses pertaining to reading deficits, testing exceptional children, sign language, and special education teaching while courses in the areas of time management, teacher effectiveness, desegregation, and teacher expectations were listed under the classroom management heading.

In addition to sample courses in the four areas, service professionals noted training in areas such as science (for handicapped children), suicide prevention, substance abuse, Gestalt therapy, deaf education, and family therapy.

Despite the varied type and number of courses listed, one educator commented that the variation in inservice training is attributed to the lack of state-mandated inservice for regular and special education teachers and that little inservice is provided specifically for special education professionals. Examination of the list of inservice programs attended revealed that the number of obvious special education-related choices for inservice was indeed minimal.

QUESTION 12: WHAT INSTRUCTIONAL STRATEGIES ARE BEING UTILIZED FOR SERVING SPECIAL EDUCATION STUDENTS IN ALL SETTINGS (MAINSTREAMED AND SEPARATE CLASSES)?

Each of the five principals indicated that regular and special education teachers at their respective schools utilized a variety of instructional strategies for serving special education students. Although some principals' responses were less detailed than others, each principal (except the ILC principal) noted the use of individualized instruction as a strategy by special education teachers.

The use of behavior modification techniques was cited by the principals at Harlan, Shue, and McCullough while small group strategies were listed by the principals at Harlan and Dickinson. The strategies utilized at Shue appeared to be the most diverse: individualized and direct instructional strategies, Team Approach Method (TAM), behavior modification techniques, and Madeline Hunter models. The principals noted the use of varied techniques by the regular education teacher working with special education students. The principal at Harlan listed "individualized testing," "the buddy system," and "behavior modification techniques" as well as access to a special education teacher for assistance with student testing as strategies. At Dickinson, "hands-on" and "highly structured" teaching techniques were cited while the principal at McCullough listed "open team communication," "extra credit work," and "individual and small group work" as instructional strategies. The principal at Shue repeated the list of strategies supplied for special education teachers; the ILC has no regular education teachers.

For the most part, as depicted in Table 10--located at the end of this section--the 10 counselors and 14 educational diagnosticians indicated that they do not usually utilize specific instructional strategies, although one counselor each at Shue and McCullough and one diagnostician each at Harlan and Dickinson reported that they monitored student progress and provided student support during the placement process, respectively. A majority (71%) of staff persons at Harlan and McCullough reported that they do utilize instructional strategies for mainstreamed students. However, responses were split three ways (i.e., "yes," "no," "not applicable") at Dickinson and Shue. No cross-tabulated data was available to determine which staff persons responded affirmatively, however, it is suspected that regular and special education teachers would utilize such strategies. It is not evident why the staff persons at the ILC responded that they did utilize instructional strategies for mainstreamed students when mainstreamed students are not matriculated at the school. A majority (85%) of staff respondents at each school also reported that they do utilize specific strategies for special education students and that IEP and/or lesson plans include such strategies.

One of the key issues in the use of any instructional strategy is how it is perceived by students. If the strategy lacks face validity and students do not perceive that it is supportive or effective, the strategy may not be effective. Both mainstreamed and special education students were interviewed about their perceptions of their teachers' techniques. Mainstreamed students responded overwhelmingly that they felt that their regular education classes helped them to learn, that their teachers found ways to help them succeed, and that their teachers made them aware of their improvement. The students did not feel that regular education classes were too large for them to receive the individual assistance they need. Special education students responded similarly indicating that teachers informed them of their improvement at least "once in a while." Two students each at Dickinson and the ILC reported that their teachers "almost never" inform them of their improved performance.

Following the positive response pattern of the students, parents reported satisfaction with the match between their child's personality and learning style and his/her teacher's personality and teaching style.

Table 10

Instructional Strategies for Special Education Students

Item		Harlan f	Dickinson f	Shue f	McCullough f	ILC f
1. Do you utilize specific instructional strategies for mainstreamed students? (Staff)						
	Yes	8	4	4	9	9
	No		4	2		
	N/A	3	3	5	4	
2. ...strategies for special education students? (Staff)						
	Yes	9	11	8	11	8
	No	2		3	2	1
3. IEP and/or lesson plans include strategies for addressing special needs? (Staff)						
	Yes	9	1	6	9	7
	No	1	9			2
	N/A	1	1	5	4	
4. Do you feel that your child's personality or learning style matches his/her teacher's? (Parents)						
	Yes	8	11	7	7	14
	No		1	1	2	2
5. Do you feel regular ed. classes help you learn? (Mainstreamed students)						
	Yes	5	8	8	11	
	No		1			
6. Does regular teacher find ways to help you succeed? (Mainstreamed students)						
	Yes	5	7	8	10	
	No		2		1	

Note. These values represent responses by staff members, parents, and mainstreamed students.

Table 10 (cont.)

Item		Harlan f	Dickinson f	Shue f	McCullough f	ILC f
7. Are regular classes too large? (Mainstreamed students)						
	Yes		3	1	1	
	No	5	6	7	10	
8. Regular teacher make you aware of improvement? (Mainstreamed students)						
	Yes	4	8	8	9	
	No	1	1		2	
9. Do you feel special ed. classes help you to learn? (Special ed. students)						
	Yes	8	10	2	11	12
	No	1	2			3
10. Are your classes too large? (Special ed. students)						
	Yes	1	4			
	No	8	8	2	11	15
11. Do teachers make you aware of improvement? (Special ed. students)						
	Yes	8	9	2	11	13
	No	1	3			2
12. How often? (Special ed. students)						
	Every day	6	1		1	8
	Once/while	3	9	2	10	5
	Almost never		2			2
13. Does teacher spend enough time helping you? (Sp. ed. students)						
	Yes	9	12	2	10	13
	No				1	2

Note. These values represent responses by mainstreamed and non-mainstreamed special education students.

QUESTION 13: ARE TEACHERS BEING PREPARED TO EQUITABLY SERVE MINORITY STUDENTS?

Mr. Sidney B. Collison, Assistant State Superintendent of Public Instruction for the Instructional Services Branch, was interviewed concerning the preparation of teachers in serving minority students. Mr. Collison reported that current programs for teachers assist them in developing higher expectations for minority students and increased awareness of minority problems. He maintained that these programs, such as Teacher Expectations and Student Achievement (TESA) and those sponsored by the Delaware Principals' Academy, prepare teachers to be more caring and nurturing towards minority students. Mr. Collison noted that key individuals in each district are trained in the affective strategies advocated in these programs and that these people, in turn, work with school staffs within their districts for approximately 15 to 20 hours. The new teacher evaluation process and statewide parenting education classes were cited as means by which the DPI follows up program delivery.

It was previously noted that one administrator commented that there were relatively few inservice offerings aimed specifically at the teacher of special education students, but several respondents reported attending workshops, beginning in 1975, at the University of Pittsburgh and the University of Delaware on desegregation as inservice. Enrollment in a workshop on multi-cultural approaches to instruction were listed by two respondents and a course on black dialect was listed by another. While the availability of additional minority-oriented programming cannot be determined from the data, it is safe to say that relatively few of the professionals polled reported attending such inservice offerings.

Again, some of the more telling sources of data about the fairness of programming are the recipients and, again, minority mainstreamed students reported satisfaction and comfort with their program. As depicted in Table 11 (presented at the end of this section), one Hispanic student reported that his/her regular education classes did not help and one black student reported feeling uncomfortable in class because s/he had been placed in the lowest instructional group. However, the mainstreamed students sampled reported overwhelmingly that they receive adequate assistance from their teachers and are accepted by their regular education classmates. Similarly, minority special education students reported that they felt their teachers spend an adequate amount of time with them and make them aware of their improvement. Fourteen of 24 minority special education students reported that schoolmates (or friends) not in special education accepted them also.

Minority students in each group--mainstreamed and non-mainstreamed--were asked to think of anything that would have kept them from being placed in special education programming. Several interesting and often poignant comments resulted, including:

> "Test me before I went in there."
>
> "Should've studied more to be a better reader."
>
> "Give me more difficult work. Let me try."
>
> "Wish my mother had had the time to help with my homework."

The significance of accurate and efficient placement was underscored in the anguish of the black mainstreamed student who commented:

> "They put me in Honors in 7th grade and I was ready for Basic. Then, the counselor said I had to go to all special education classes."

The pressures of special education placements were reflected in one other student's comments:

"[They should] give tests to see if I belong there. They give tests for you to get out. Then, you get in regular classes. Then, you have to prove you're better than the rest of the students."

This final study question ties in directly with both the first and third major concerns of the Desegregation Advisory Committee (i.e., the high percentage of minority special education students and the appropriate serving of minority special education needs, respectively). Both of these concerns exist in light of the fact that, according to September 30, 1986 enrollment figures, between 12 and 18% of the minority student enrollments in four of the five target schools were special education students; figures for the targeted ILC could not be distinguished from its sister facility. These percentages of minority student enrollment in special education contrast with figures of two to 11% white enrollment in special education programs in the target schools. These percentages must be viewed in light of the fact that there are fewer minority than white students in each of these facilities. The apparently higher percentage of minorities enrolled in special programs necessitates a check of service equity.

Interviewees--excluding students and parents--were asked to speculate why they thought that a higher percentage of minorities was enrolled in special education classes. Across all groups of respondents, "lower socioeconomic status (SES)" was the most frequently cited explanation; it was cited most frequently as the reason for a higher probability of minority special education placements also. The second most frequent comment was that "cultural differences" of minority students contributed to their placement in special education programming. A list of the most frequently repeated explanations for higher percentages of minority enrollments--presented in descending order with the number of repetitions appearing in parentheses--is as follows:

- lower socioeconomic status (SES) (11);
- cultural differences (7);
- educational/academic differences (4);
- poor test performance (4);
- outside social problems (3);
- language differences (3);
- inadequate preschool experiences (3);
- insufficient intervention alternatives (3);
- lack of parent involvement (2);
- insufficient coping experiences (2);
- racial discrimination/teacher bias (2).

The majority of these responses cite problems in the social and emotional areas of development; one respondent noted that most of the minority special education students in his/her school were, in fact, classified as SEM. Individual respondents commented that parents' misunderstanding of PL 94-142 and of the effects of special education placements as well as "the gross inability of the system to evaluate children with cultural differences" contribute to the higher percentages of minority special education students. In addition to isolated recommendations for better test interpretation and identification procedures, one respondent expressed concern that students are placed in special education programs indefinitely. S/He commented that there is "not even a termination statement--even in the state [documentation]."

Interestingly, of the 442 special education students attending the target schools in this study, 11% were reported by their principals as having been terminated from the program in the past year.

Table 11

Preparation of Teachers Serving Minority Students

Item	Harlan			Dickinson			Shue			McCullough			ILC		
	W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
1. Feel regular ed. classes help? (Mainstreamed students)															
Yes	2	3		4	4		4	4		6	4	1			
No						1									
2. How do you feel about regular ed. classes? (Mainstreamed students)															
Comfortable	2	3		3	4	1	4	4		6	3	1			
Uncomfortable				1							1				
3. Does regular teacher find ways to help you? (Mainstreamed students)															
Yes	2	3		3	3	1	4	4		5	4	1			
No				1	1					1					
4. Comforatble with all regular teachers? (Mainstreamed students)															
Yes	2	3		3	4	1	3	4		5	4	1			
No				1			1			1					
5. How do regular ed. classmates react to you? (Mainstreamed students)															
Accept me	2	3		3	4	1	2	4		1	4	1			
Make fun of me				1			1			4					
Don't like me in class							1								
Other										1					
6. Like to remain in regular ed. classes? (Mainstreamed students)															
Yes	2	3		4	4	1	4	4		5	4	1			
No										1					

Note. These values represent responses derived from interviews with mainstreamed students and are categorized by race (W=White, B=Black, H=Hispanic).

Table 11 (cont.)

	Harlan			Dickinson			Shue			McCullough			ILC		
	W	B	H	W	B	H	W	B	H	W	B	H	W	B	H
Item	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
7. Does teacher spend enough time? (Special ed. students)															
Yes	4	4	1	6	5	1	1	1		5	4	1	6	6	1
No										1			2		
8. Do teachers make you aware of improvement? (Special ed. students)															
Yes	3	4	1	6	3		1	1		6	4	1	6	6	1
No	1				2	1							2		
9. How do non-special ed. friends make you feel? (Special ed. students)															
Make fun of me				1	1								1	3	
Accept me	4	3	1	4	3		1	1		3	3	1	4	2	
Don't know I'm special ed.		1	1	1	1					3	1		3	1	
Other															1

Item	Harlan f	Dickinson f	Shue f	McCullough f	ILC f
10. How many students were terminated from special ed. in past year? (Principals)					
#	5	5	0	10	21

Note. These values represent responses derived from interviews with special education students (non-mainstreamed) and principals. Student responses are categorized by race (W=White, B=Black, H=Hispanic).

SUMMARY

After the results of all the relevant interview questions--as they corresponded with the 13 study questions--have been examined, what information do we have concerning the disposition of the Desegregation Advisory Committee's major concerns? There are at least three things that we know:

- There are lower numbers of minority special education professionals.
- These lower employment figures are not proportional to the higher percentages of minority students enrolled in special education classes.
- There appears to be an adequate provision of special education services to both minority and non-minority, mainstreamed and non-mainstreamed students--as far as a determination can be made. The district-by-district variation in program components (e.g., classroom interventions) can make evaluation tricky as well as provide beneficial alternatives.

Self-concept would appear to be a pivotal issue in the achievement of any student and the increased access of minority students to minority professionals could facilitate the development of a more positive self-image, despite placement in special education programming.

Insofar as the numbers of students terminated from special programming are low and the figures on current grade level/point of entry indicate a common four- to eight-year stay in special education, and as long as professionals attribute high enrollments to reasons beyond the scope of therapy (i.e., low SES), the reduction of minority special education enrollments will remain a problem.

Special education students do seem to be receiving adequate services--as far as such a determination can be made. They are assisted by a variety of support staff in LRE settings and report being comfortable with both the academic and social aspects of their placements. They enjoy some parental support, although both minority and non-minority parents reported transportation difficulties. However, "variety" can be a double-edged sword and, while variation in program components can be beneficial (e.g., in terms of variation in classrom interventions), it makes evaluation of the adequacy of programs across districts tricky. There needs to be full implementation of the recently adopted (March 19, 1987) procedures contained in the *Administrative Manual: Programs for Exceptional Children*, particularly in the areas of prereferral intervention and least restrictive environment. Certification of support staff (by position), needs to be rectified.

RECOMMENDATIONS

There needs to be:

1. Continuous monitoring and reporting by the New Castle County districts of the percentage of Black and other minority students in special education.
2. Continued efforts to employ minority professionals in the educational programs proportional to the numbers of minority students.
3. Provision of full time programs in regular classes for students who have educational difficulties and who might otherwise be labeled as handicapped.
4. Recognition of schools which are coordinating State and federal resources, including general, special and compensatory education personnel and funds, to provide full time programs in regular classes for students who have educational difficulties and who might otherwise be labeled as handicapped.
5. Full implementation of the recently adopted (March 19, 1987) procedures contained in the Administrative Manual: Programs for Exceptional Children, particularly in the areas of prereferral intervention and least restrictive environment.
6. Inservice education programs provided by the school districts for general, special, compensatory and diagnostic personnel focusing on assessment and service delivery in the regular classroom. Such inservice training should include indepth training in cross-cultural understanding.

7. Development of plans for preschool compensatory programs including education of preschool students in the school and parent education for follow-up in the home.
8. Development of preschool programs for four-year old children, including inservice education for teachers of these children.
9. Concerted outreach to secure transportation for parents to enable them to participate in school conferences.

APPENDIX A

NEW CASTLE COUNTY SCHOOL DISTRICTS DESEGREGATION ACTION STRATEGY

TARGET DISTRICTS:
Brandywine School District
Christina School District
Colonial School District
Red Clay Consolidated School District

DESEGREGATION ADVISORY COMMITTEE CONCERNS:

- Reduction of the high percentage of minorities in special education.
- Employment of minority professionals in special education.
- Appropriately serving minority special education students in a manner which guarantees procedural safeguards, appropriate programs and objectives, and parental involvement.

The Desegregation Advisory Committee has expressed the following questions:

(1) What are staffing patterns/ratios minority professionals to students in special education?

(2) What are certification standards relating to special education staffing?

(3) Is the pre-referral/child study process, as utilized, adequate?

(4) Are evaluation procedures and tests for minority students appropriate?

(5) Are behavioral objectives, including level of difficulty/challenge by exceptional category appropriate?

(6) Are parents actively involved in IEP/annual review process?

(7) Are students placed in the least restrictive environment?

(8) Are parents aware/knowledgeable of procedural safeguards (legal protection)?

(9) What are the rates of progress of minority vs. non-minority students in special education?

(10) What is certification, training, and utilization of educational diagnosticians?

(11) What is the training of regular and special education staff in serving special education students including mainstreamed special education students?

(12) What instructional strategies are being utilized for serving special education students in all settings (mainstreamed and separate classes)?

(13) Are teachers being prepared to equitably serve minority students?

QUESTION 1: To determine staffing patterns/ratios of minority professionals to minority special education students in each district, school, or institution concerned.

Objective	Participants/Activities	Timeline
1.1 To assess staff patterns/numbers/ratios to minority student population in each target district, school, or institution.	Task Force Members interview building principal.	March 15, 1987
	Task Force Chair verify with district level Director of Special Education. Task Force Members interview Desegregation Advisory Committee Observer.	March 15, 1987
1.2 To assess number of minority vs. non-minority students in each special education class.	Task Force Members interview building and/or individual teachers.	March 15, 1987
1.3 To assess balance of minority teachers per special education class to minority students.	Task Force Members compute from data collected in 1.1 and 1.2.	March 15, 1987
1.4 To determine number of special education students in each class by exceptional category and race.	Task Force Members interview building principal.	March 15, 1987
1.5 To determine the number and credentials of related services personnel serving each district or institution by category and race.	Task Force Chair interview each district or institutional Director/Supervisor of Special Special Education regarding psychologists, speech pathologists, diagnosticians, visiting visiting teachers.	March 15, 1987
1.6 To determine the number of minority/majority students mainstreamed.	Task Force Chair review applicable credentials with principal and/or supervisor of special education.	March 15, 1987

QUESTION 2: To collect information regarding State certification requirements in all areas of special education and related services.

Objective	Participants/Activities	Timeline
2.1 To obtain pertinent data regarding certification standards in all areas of special education and related services to include: Teacher of LD Teacher of SEM Teacher of EMH Teacher of Autistic Teacher of HHPD Psychologist Speech Pathologist Educational Diagnostician Visiting Teacher.	Task Force Chair collects standards for each category from State Supervisor, Certification and Personnel. Task Force Chair reports findings to State Director and Task Force members.	December 5, 1986
2.2 To assess compliance with State certification standards by each category of personnel specified in 2.1 by district.	Task Force members review local district personnel records, in cooperation with district Personnel Director.	March 15, 1987

QUESTION 3: To determine adequacy of pre-referral/child study process in each concerned location.

Objective	Participants/Activities	Timeline
3.1 To identify steps taken by each school or institution in determining need to refer students for special education and/or related services including: . Classroom intervention prior to referral; . Involvement of regular and special education teachers in child study process; . Involvement of counselors in child study process; . Involvement of related services personnel in child study process; . Involvement of principal in child study process; . Strategies for retention in regular education; . Strategies for retention in school.	Task Force Members interview principal, regular and special education teachers, related services personnel.	April 1, 1987

QUESTION 4: To collect information relating to appropriateness of evaluation procedures and tests for minority students placed in special education.

Objective	Participants/Activities	Timeline
4.1 To determine adequacy of evaluation procedures as administered by psychologists, educational diagnosticians, speech pathologists, regular teachers with regard to: . Individually administered; . Appropriateness of tests utilized; . Race of examiner; . Testing adaptations; . Culture bias/norms of tests.	Task Force Members interview principal and target related services personnel.	April 1, 1987

QUESTION 5: To determine appropriateness of behavioral objectives, including level of difficulty/challenge, by exceptional category.

Objective	Participants/Activities	Timeline
5.1 To randomly review a 33 percent of the special education records of minority students in each target building or institution representative of all grade levels and applicable exceptionalities over a minimum of a two-year period of time	Task Force Members review IEPS and behavioral objectives. Interview students.	April 15, 1987

QUESTION 6: To determine the presence of active parental involvement in IEP/annual review process.

Objective	Participants/Activities	Timeline
6.1 To randomly review a 33 percent of the special education records of minority students in each target building or institution to determine active parent participation in planning the student's programming.	Task Force Members review conference minutes, local parent signature of approval. Task Force Members randomly contact a minimum of 33% of minority parents represented in all exceptional categories to verify.	April 1, 1987

QUESTION 7: To assess placement of minority students in the least restrictive environment.

Objective	Participants/Activities	Timeline
7.1 To collect information and review records relating to alternatives for placement in each facility by randomly reviewing a 33 percent of minority special education student records.	Task Force Members interview principal to determine alternative placements available.	April 15, 1987
	Task Force Members verify placement in least restrictive environment through records review and/or teacher(s) interview if applicable.	

QUESTION 8: To assess parental awareness/knowledge relating to procedural safeguards related to Federal legislation.

Objective	Participants/Activities	Timeline
8.1 To collect information from a minimum of 33% of the parents of minority special education students relating to their knowledge and/or understanding of procedural safeguards.	Task Force Members interview parents via telephone.	April 1, 1987

QUESTION 9: To assess rates of progress of minority vs. non-minority students in special education.

Objective	Participants/Activities	Timeline
9.1 To compare progress of minority vs. non-minority students in separate special education classes through random review of the IEP records of each over a minimum of a two-year period of time. (2 each exceptional category).	Task Force Members review and compare IEP records in terms of content and achievement. Interview special education teachers. Interview special education students.	April 15, 1987
9.2 To compare progress of minority special education students in mainstreamed vs. separate special education class over a minimum of a two-year period of time. (2 each exceptional category).	Task Force Members review IEPs of students. Task Force Members review cumulative records of mainstreamed students. Interview applicable regular teachers. Interview mainstreamed students.	April 15, 1987

QUESTION 10: To collect information and analyze certification, training, and utilization of educational diagnosticians in the applicable buildings or institutions.

Objective	Participants/Activities	Timeline
10.1 To analyze data collected relating to certification, training and utilization of educational diagnosticians in each facility examined.	Task Force Chair secures State certification standard from State Supervisor of Certification and Personnel.	December 5, 1986
	Task Force Members review personnel records in district or institutional personnel office.	April 15, 1987
	Task Force Members interview principal.	March 31, 1987
	Task Force Members interview diagnostician.	March 31, 1987
	Task Force Members record data.	

QUESTION 11: To determine training of regular and special education teachers in serving special education students including mainstreamed special education students.

Objectives	Participants/Activities	Timeline
11.1 To collect data relating to preservice and inservice training of teachers.	Task Force Members collect data from Supervisors of Special Education and principal.	April 15, 1987
11.2 To collect data relating to inservice training for teachers of special education students.	Task Force Members collect data from principal and teachers, or other sources as necessary.	April 15, 1987

QUESTION 12: To determine instructional strategies utilized for serving special education students in mainstreamed and separate special education classes.

Objective	Participants/Activities	Timeline
12.1 To collect data from a minimum of 25% or at least 1 special education teacher relating to instructional strategies utilized for serving special education students.	Task Force Members interview principal. Task Force Members interview special education teachers. Review samples of lesson plans. Review IEPs.	
12.2 To collect data from a minimum of 25% or at least 1 regular education teacher relating to instructional strategies utilized for serving mainstreamed students.	Task Force Members interview principal. Task Force Members interview regular teachers. Review samples of lesson plans. Review IEP.	April 15, 1987

QUESTION 13: To identify training programs provided by districts and the State that assist teachers in equitably serving minority students.

Objective	Participants/Activities	Timeline
13.1 To identify training programs utilized in the affective domain which assist teachers in serving minority students.	Task Force Members interview principal.	March 31, 1987
	Task Force Members interview counselors.	
	Task Force Members interview teachers.	
	Task Force Members interview State level officers.	

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APPENDIX B

Interviewee _______

STATE LEVEL OFFICIALS'

Interview Form

1. (13.1) What training programs have been provided/developed in the affective domain which assist teachers in serving minority students?

2. (13.1) How are these programs transported to the local districts?

3. (13.1) What follow-up has DPI made to ensure full utilization of these programs?

District # ___ ___ ___
School # ___ ___ ___

DIRECTOR/SUPERVISOR OF SPECIAL EDUCATION/PERSONNEL

Interview Form

1. Respondent is: 1. ___ Director/Special Education 2. ___ Supervisor/Special Education 3. ___ Director/Personnel	1. ___
2. How many psychologists does your district employ? (1.1 & 1.5)	2. ___ ___
3. How many psychologists are non-minority?	3. ___ ___
4. How many psychologists are Black?	4. ___
5. How many psychologists are Hispanic?	5. ___
6. How many speech pathologists does your district employ?	6. ___ ___
7. How many speech pathologists are non-minority?	7. ___ ___
8. How many speech pathologists are Black?	8. ___
9. How many speech pathologists are Hispanic?	9. ___
10. How many educational diagnosticians does your district employ?	10. ___ ___
11. How many educational diagnosticians are non-minority?	11. ___ ___
12. How many educational diagnosticians are Black?	12. ___
13. How many educational diagnosticians are Hispanic?	13. ___
14. How many counselors are employed by your district?	14. ___ ___
15. How many counselors are non-minority?	15. ___ ___
16. How many counselors are Black?	16. ___ ___
17. How many counselors are Hispanic?	17. ___
18. How many visiting teachers are employed by your district?	18. ___

District # ___
School # ___

19. How many visiting teachers are non-minority? 19. __

20. How many visiting teachers are Black? 20. __

21. How many visiting teachers are Hispanic? 21. __

22. How are educational diagnosticians
(10.1) utilized in your district?
List: ____________________

____

23. How are visiting teachers utilized in your district? List: ____________________

____

24. In the applicable building, what is the race of the psychologist? 24. __
1 __ White
2 __ Black
3 __ Hispanic

25. In the applicable building, what is the race of speech pathologist? 25. __
1 __ White
2 __ Black
3 __ Hispanic

26. In the applicable building, what is the race of the educational diagnostician? 26. __
1 __ White
2 __ Black
3 __ Hispanic

27. In the applicable building, what is the race of the counselor? 27. __
1 __ White
2 __ Black
3 __ Hispanic
4 __ Not Applicable

28. In the applicable building, what is the race of the visiting teacher? 28. __
1 __ White
2 __ Black
3 __ Hispanic

29. In the applicable building, do credentials of
(1.5 & the psychologist meet State Certification
2.2) requirements? 29. __
1 __ Yes 2 __ No

District # ___ ___ ___
School # ___ ___ ___

30. (1.5 & 2.2) In the applicable building, do credentials of the speech pathologist meet State Certification requirements?
1 ___ Yes 2 ___ No
30. ___

31. (1.5; 2.2; 10.1) In the applicable building, do credentials of the educational diagnostician meet State Certification standards?
1 ___ Yes 2 ___ No
31. ___
COMMENTS: ____
____

32. (1.5 & 2.2) In the applicable building, do credentials of the counselor(s) meet State Certification standards?
1 ___ Yes
2 ___ No
3 ___ Not Applicable
32. ___
COMMENTS: ____
____

33. (1.5 & 2.2) In the applicable building, do credentials of the visiting teacher meet State Certification standards?
1 ___ Yes 2 ___ No
33. ___

34. (1.5 & 2.2) In the applicable building, do credentials of teachers of LD meet State Certification standards?
1 ___ Yes 2 ___ No
34. ___
COMMENTS: ____
____

35. (1.5 & 2.2) In the applicable building, do SEM teachers meet State Certification standards?
1 ___ Yes 2 ___ No
35. ___
COMMENTS: ____
____

36. (1.5 & 2.2) In the applicable building, do EMH teachers meet State Certification standards?
1 ___ Yes 2 ___ No
36. ___
COMMENTS: ____
____

District # ___
School # ___

37. (1.5) In the applicable building, do autistic teachers meet State Certification standards?
1 __ Yes   2 __ No   3 __ N/A

37. __

38. (1.5 & 2.2) In the applicable building, do HHPD teachers meet State Certification standards?
1 __ Yes   2 __ No   3 __ N/A

38. __

39. Why do you believe that there is a higher percentage of minority students in special education?
1. __ Racial discrimination
2. __ Bias of psychologist
3. __ Inadequate test interpretation
4. __ Cultural differences of students
5. __ Language differences of students
6. __ Poor test performance of students
7. __ Bias of regular teachers
8. __ Other (LIST: ______________________)

39. __

40. It has been said that there is a much higher probability of minority students being placed in special education. Why do you think so?
COMMENTS: ______________________
____
____

41. List your comments or concerns relating to staffing: ______________________
____
____
____

District # __ __ __
School # __ __ __

PRINCIPAL'S

Interview Form

1. (1.1)	What is the number of minority special education teachers in your building?	1. __ __
2. (1.1)	What is the number of minority students in special education classes?	2. __ __
3. (1.2)	What is the average number of minority students in special education classrooms?	3. __ __
4.	What is the number of non-minority special education teachers in your building?	4. __ __
5. (1.2)	What is the number of non-minority students in special education classes?	5. __ __
6. (1.2)	What is the average number of non-minority students in special education classrooms?	6. __ __
7.	How many students have been terminated from special education classes in the past year?	7. __ __

8.
(1.3) What is the ratio of minority special education teachers to minority students in each special education classroom?

Class 1. __:__	Class 4. __:__	Class 6. __:__
Class 2. __:__	Class 5. __:__	Class 7. __:__
Class 3. __:__	Class 6. __:__	Class 8. __:__

9.
(1.4) What is the number of special education students by exceptional category?

Class/Number

Category	1	2	3	4	5	6	7	8
LD	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
SEM	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
EMH	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
Sp Imp.	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __

10.
(1.4) What is the number of special education students by exceptional category and race?

RACE

Category/Class		1	2	3	4	5	6	7	8
LD	(W)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	(N)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
SEM	(W)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	(N)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
EMH	(W)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
	(N)	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __
Sp. Imp.	(W)	__ __	__ __	__ __	__ __			__ __	__ __
	(N)	__ __	__ __	__ __	__ __			__ __	__ __

District # ___ ___ ___
School # ___ ___ ___

11. (1.6) How many minority students have been mainstreamed during the current school year?

12. (1.6) How many majority students have been mainstreamed during the current school year?

11. ___ ___

12. ___ ___

13. (3.1) What steps or interventions have been taken in determining need to refer students for special education?

Check (X) Appropriate Boxes

Classroom intervention prior to referral. LIST: ______________________________ ______________________________	
Involvement of regular education teachers in child study process.	
Involvement of special education teachers in child study process.	
Involvement of counselors in child study process.	
Involvement of related services personnel in child study process.	
Involvement of principal in child study process.	
Strategies for retention in regular education. LIST: ______________________________ ______________________________	

District # ___ ___ ___
School # ___ ___ ___

14. Are evaluation procedures of regular education teachers, psychologists, speech pathologists, educational diagnosticians adequate?

	Regular Teachers				Psychologists				Speech Pathologists				Educational Diagnosticians			
	Y	N	W	N-W	Y	N	W	N-W	Y	N	W	N-W	Y	N	W	N-W
Individually Administered																
Tests Appropriate																
Race of Examiner																
Test Adaptations Utilized LIST: ___																
Culture bias of Tests LIST: ___																

15. What alternative placements are available in your building to students considered for special education?
LIST: ___

16. (10.1) What is the area of certification of your educational diagnostician?

16. ___

1. ___ LD
2. ___ SEM
3. ___ EMH
4. ___ Counselor
5. ___ Other

17. (10.1) What role(s) does your diagnostician serve?

17. ___

1. ___ Testing
2. ___ Case Conference Manager
3. ___ IEP Conference Manager
4. ___ Receptionist
5. ___ Multiple
6. ___ Other (LIST: ___

District # __ __ __
School # __ __ __

18. (11.1) What has been the preservice and inservice training of regular teachers serving mainstreamed special education students?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Elementary Education														
Secondary Education														
Special Education														
Behavior Management														
Other: (LIST: ______ ____________														

20. (11.2) What have been inservice training experiences of special education teachers?

Classroom Instructional Strategies LIST: __________ ____________	
Behavior Management	
Human Relations LIST: __________ ____________	
Classroom Management	
Other: LIST: __________ ____________	

21. (12.1) What instructional strategies are being utilized in your building by special education teachers for serving special education students?
LIST: ____________________________
____

22. (12.2) What instructional strategies are being utilized in your building by regular education teachers for serving mainstreamed exceptional students?
LIST: ____________________
____

23. Do your regular and special educations conduct periodic reviews with parents in relation to special education students' instructional progress and behavior?
1. __ Yes (Go to #24) 2. __ No (Go to #25) 23. __

24. If YES, how often? (Go to #25) 24. __
1. __ Once a month
2. __ Once every two months
3. __ Once every three months
4. __ Once every six months
5. __ Once a year
6. __ Not at all
7. __ Other (LIST: ________)

25. Under what circumstances is a review or conference conducted?
COMMENTS: ____________________
____
____

26. What steps are being taken to increase lack of restriction in special education?
COMMENTS: ____________________
____
____

27. What training programs in the affective domain are utilized or provided to assist teachers in serving minority students?
LIST: ____________________
____
____

District # _ _ _
School # _ _ _

28. Why do you believe that there is a higher percentage of minority students in special education? 28. _

1. _ Racial discrimination
2. _ Bias of psychologists
3. _ Inadequate test interpretation
4. _ Cultural differences of students
5. _ Language differences of students
6. _ Poor test performance of students
7. _ Bias of regular teachers
8. _ Other (LIST: ____________________)

29. It has been said that there is a much higher probability of minority students being placed in special education. Why do you think so?

COMMENTS: ____________________________

____

____

30. Please state your concerns relating to serving the needs/requirements of special education students.

COMMENTS: ___________________________________

____

____

____

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District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

COUNSELOR'S

Interview Form

1. Staff member is a counselor?
   1. __ Yes 2. __ No

   1. __

2. Race of counselor is?
   1. __ White
   2. __ Black
   3. __ Hispanic

   2. __

3. (12.1) What training programs have been provided/developed in the affective domain which assist teachers in serving minority students?
   LIST: ____
   ____
   ____

4. Which of these programs do you personally utilize in your role as counselor?
   LIST: ____
   ____

5. Have you identified other programs in the affective domain which serve similar needs?
   1 __ Yes 2 __ No
   LIST: ____
   ____

   5. __

6. Are you involved in special education students' IEP conferences?
   1. __ Yes 2. __ No 3. __ N/A

   6. __

7. Are you involved in on-going counseling of special education students?
   1. __ Yes (Go to #8) 2. __ No (Go to #9) 3. __ N/A
   COMMENTS: ____
   ____

   7. __

8. If YES, how often?
   1. __ Frequently
   2. __ Occasionally
   3. __ Very little
   4. __ Not at all

   8. __

District # ___
School # ___
Teacher # ___

9. If NO, why not?
1. __ Not referred to me
2. __ Not enough time
3. __ Not notified of conferences
4. __ Other (LIST: ____________)
5. __ N/A

9. __

10. (3.1) Do you provide any classroom intervention prior to referral of students for special education services?
1. __ Yes (Go to #11)
2. __ No (Go to #12)
3. __ N/A (Go to #13)

10. __

11. If YES, what are they?
LIST: ____________

____

12. If NO, why not?
COMMENTS: ____________

____

13. Do you assist regular teachers in recommending appropriate or alternative classroom interventions prior to referral of students for special education services?
1. __ Yes 2. __ No 3. __ N/A

13. __

14. Does the application of the recommended intervention eliminate the need to refer students for special education services?
1. __ Most of the time
2. __ Sometimes
3. __ Seldom
4. __ Not at all
5. __ N/A

14. __

15. Do you consider yourself prepared to provide appropriate classroom intervention prior to referral of students for special education services?
1. __ Yes 2. __ No 3. __ N/A

15. __

16. Is the parent(s) informed of and involved in classroom intervention prior to referral for special education services?
1. __ Yes 2. __ No 3. __ N/A

16. __

District # ___
School # ___
Teacher # ___

17. Are you involved in the child study process?
    1. ___ Yes (Go to #18)
    2. ___ No (Go to #19)
    3. ___ N/A (Go to #19)

17. ___

18. If YES, how often?
    1. ___ All the time
    2. ___ Most of the time
    3. ___ Sometimes
    4. ___ Never

19. Do you think you should be involved in child study conferences?
    1. ___ Yes 2. ___ No

19. ___

20. Do you consider counselors to be an integral part of the child study process?
    1. ___ Yes 2. ___ No

20. ___

21. Is a counselor employed in your school?
    1. ___ Yes 2. ___ No

21. ___

22. Is the principal involved in the child study process?
    1. ___ Yes (Go to #23)
    2. ___ No (Go to #24)

22. ___

23. If YES, at what point during the child study process is the principal involved?
    1. ___ Entry level
    2. ___ Sometime later
    3. ___ End of child study process
    4. ___ Not at all

23. ___

24. In your school, whose responsibility is it to ensure that the recommendations of the child study process are carried out?
    1. ___ Regular teacher
    2. ___ Special education teacher
    3. ___ Principal
    4. ___ Educational diagnostician
    5. ___ Counselor
    6. ___ Other (LIST: ______________________)

24. ___

25. Do you utilize strategies for retention of potential special education students in the regular classroom?
    1. ___ Yes (Go to #26)
    2. ___ No (Go to #27)
    3. ___ N/A (Go to #27)

25. ___

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

26. If YES, please list. ______________________

____

27. (12.1) Do you utilize specific instructional strategies for mainstreamed exceptional students?
1. __ Yes (Go to #28)
2. __ No (Go to #29)
3. __ N/A (Go to #29)

27. __

28. If YES, please list ______________________

____

29. (4.1) Are tests individually administered?
1. __ Yes 2. __ No 3. __ N/A

29. __

30. Do you utilize district approved tests in the evaluation process?
1. __ Yes (Go to #31)
2. __ No (Go to #32)

30. __

31. If YES, please list. ______________________

____

____

32. Do you consider culture bias of tests in your test selection process?
1. __ Yes 2. __ No

32. __

33. Do you utilize test adaptations?
1. __ Yes (Go to #34)
2. __ No (Go to #35)

33. __

34. If YES, please list. ______________________

____

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

35. In what areas have you taken college or inservice
(11.2 training classes?
13.1) Check (X) appropriate boxes

Classroom Instructional Strategies LIST: ______________________ ______________________	
Behavior Management	
Human Relations LIST: ______________________ ______________________	
Classroom Management	
Other: LIST: ______________ ______________________	

36. Why do you believe that there is a higher percentage of minority students in special education?

1. __ Racial discrimation
2. __ Bias of pschologists
3. __ Inadequate test interpretation
4. __ Cultural differences of students
5. __ Language differences of students
6. __ Poor test performance of students
7. __ Bias of regular teachers
8. __ Other (LIST: ______________________)

36. __

37. It has been said that there is a much higher probability of minority students being placed in special education. Why do you think so?

COMMENTS: ______________________________
____
____

38. Please state your concerns relating to serving special education students.

COMMENTS: ______________________________
____
____

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

EDUCATIONAL DIAGNOSTICIAN'S

Interview Form

1. Staff member is a diagnostician? 1. __
1. __ Yes 2. __ No

2. Race of diagnostician is? 2. __
1. __ White
2. __ Black
3. __ Hispanic

3. (3.1) Do you provide any classroom intervention prior to referral of students for special education services? 3. __
1. __ Yes (Go to #4)
2. __ No (Go to #5)
3. __ N/A (Go to #6)

4. If YES, what are they?
LIST: ____________________
____

5. If NO, why not?
COMMENTS: ____________________
____

6. Do you assist regular teachers in recommending appropriate or alternative classroom interventions prior to referral of students for special education services? 6. __
1. __ Yes 2. __ No 3. __ N/A

7. Does the application of the recommended intervention eliminate the need to refer students for special education services? 7. __
1. __ Most of the time
2. __ Sometimes
3. __ Seldom
4. __ Not at all
5. __ N/A

8. Do you consider yourself prepared to provide appropriate classroom intervention prior to referral of students for special education services? 8. __
1. __ Yes 2. __ No 3. __ N/A

District # ___
School # ___
Teacher # ___

9. Is the parent(s) informed of and involved in classroom intervention prior to referral for special education services?
1. __ Yes 2. __ No 3. __ N/A
9. __

10. Are you involved in the child study process?
1. __ Yes (Go to #11)
2. __ No (Go to #12)
8. __

11. If YES, how often?
1. __ All the time
2. __ Most of the time
3. __ Sometimes
4. __ Never
11. __

12. Do you think you should be involved in child study conferences?
1. __ Yes 2. __ No
12. __

13. Do you consider counselors to be an integral part of the child study process?
1. __ Yes 2. __ No
13. __

14. Is a counselor employed in your school?
1. __ Yes 2. __ No
14. __

15. Is the principal involved in the child study process?
1. __ Yes (Go to #16)
2. __ No (Go to #17)
15. __

16. If YES, at what point during the child study process is the principal involved?
1. __ Entry level
2. __ Sometime later
3. __ End of child study process
4. __ Not at all
16. __

17. In your school, whose responsibility is it to ensure that the recommendations of the child study process are carried out?
1. __ Regular teacher
2. __ Special education teacher
3. __ Principal
4. __ Educational diagnostician
5. __ Counselor
6. __ Other (LIST: ______________________)
17. __

District # __ __ __
School # __ __ __
Teacher # __ __ __

18. Do you utilize strategies for retention of potential special education students in the regular classroom?
    1. __ Yes (Go to #19)
    2. __ No (Go to #20)
    3. __ N/A (Go to #20)

18. __

19. If YES, please list. ______________________________

____

20. (12.1) Do you utilize specific instructional strategies for mainstreamed exceptional students?
    1. __ Yes (Go to #21)
    2. __ No (Go to #22)
    3. __ N/A (Go to #22)

20. __

21. If YES, please list ______________________________

____

22. (4.1) Are tests individually administered?
    1. __ Yes 2. __ No 3. __ N/A

22. __

23. Do you utilize district approved tests in the evaluation process?
    1. __ Yes (Go to #24)
    2. __ No (Go to #25)

23. __

24. If YES, please list. ______________________________

____

____

25. Do you consider culture bias of tests in your test selection process?
    1. __ Yes 2. __ No

25. __

26. Do you utilize test adaptations?
    1. __ Yes (Go to #27)
    2. __ No (Go to #28)

26. __

27. If YES, please list. ______________________________

District # __ __ __
School # __ __ __
Teacher # __ __ __

28. What was your pre-service background?
(10.1)

1. __ Elementary Education (Go to #30)
2. __ Secondary Education (Go to #30)
3. __ Special Education (Go to #29)

28. __

29. What is your special education area of
(10.1) exceptionality?

1. __ LD
2. __ SEM
3. __ EMH
4. __ Non-categorical
0. __ N/A

29. __

30. What is your area of certification?

1. __ LD
2. __ SEM
3. __ EMH
4. __ Counseling
5. __ Elementary Education
6. __ Secondary Education
7. __ Other: LIST: ______________________

30. __

31. What role(s) do you serve in your
(10.1) position as educational diagnostician?

1. __ Testing
2. __ Case Conference Manager
3. __ IEP Conference Manager
4. __ Receptionist
5. __ Multiple
6. __ Other: LIST: ______________________

____

31. __

32. Why do you believe that there is a higher percentage of minority students in special education?

1. __ Racial discrimination
2. __ Bias of psychologists
3. __ Inadequate test interpretation
4. __ Cultural differences of students
5. __ Language differences of students
6. __ Poor test performance of students
7. __ Bias of regular teachers
8. __ Other (LIST: ______________________)

32. __

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

33. It has been said that there is a much higher probability of minority students being placed in special education. Why do you think so?

COMMENTS: ______________________________

____

____

34. Please comment on your concerns relating to serving special education students.

COMMENTS: ______________________________

____

____

____

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

STAFF MEMBERS'

Interview Form

1. Staff member is:
   1. __ Speech pathologist
   2. __ Psychologist
   3. __ Special Education Teacher
   4. __ Regular Education Teacher
   5. __ Visiting Teacher
   6. __ Hearing Impaired Teacher

1. __

2. Race of staff member is?
   1. __ White
   2. __ Black
   3. __ Hispanic

2. __

3. (3.1) Do you provide any classroom intervention prior to referral of students for special education services?
   1. __ Yes (Go to #4)
   2. __ No (Go to #5)
   3. __ N/A (Go to #6)

3. __

4. If YES, what are they?
   LIST: ______________________________
   ____

5. If NO, why not?
   COMMENTS: __________________________
   ____

6. Do you assist regular teachers in recommending appropriate or alternative classroom interventions prior to referral of students for special education services?
   1. __ Yes 2. __ No 3. __ N/A

6. __

7. Does the application of the recommended intervention eliminate the need to refer students for special education services?
   1. __ Most of the time
   2. __ Sometimes
   3. __ Seldom
   4. __ Not at all
   5. __ N/A

7. __

District # ___
School # ___
Teacher # ___

8. Do you consider yourself prepared to provide appropriate classroom intervention prior to referral of students for special education services?
   1. __ Yes   2. __ No   3. __ N/A

8. __

9. Is the parent(s) informed of and involved in classroom intervention prior to referral for special education services?
   1. __ Yes   2. __ No   3. __ N/A

9. __

10. Are you involved in the child study process?
   1. __ Yes (Go to #11)
   2. __ No (Go to #12)
   3. __ N/A (Go to #12)

10. __

11. If YES, how often?
   1. __ All the time
   2. __ Most of the time
   3. __ Sometimes
   4. __ Never

11. __

12. Do you think you should be involved in child study conferences?
   1. __ Yes   2. __ No

12. __

13. Do you consider counselors to be an integral part of the child study process?
   1. __ Yes   2. __ No

13. __

14. Is a counselor employed in your school?
   1. __ Yes   2. __ No

14. __

15. Is the principal involved in the child study process?
   1. __ Yes (Go to #16)
   2. __ No (Go to #17)

15. __

16. If YES, at what point during the child study process is the principal involved?
   1. __ Entry level
   2. __ Sometime later
   3. __ End of child study process
   4. __ Not at all

16. __

District # _ _ _
School # _ _ _
Teacher # _ _ _

17. In your school, whose responsibility is it to ensure that the recommendations of the child study process are carried out? 17. _
    1. _ Regular teacher
    2. _ Special education teacher
    3. _ Principal
    4. _ Educational diagnostician
    5. _ Counselor
    6. _ Other (LIST: ____________________)

18. Do you utilize strategies for retention of potential special education students in the regular classroom? 18. _
    1. _ Yes (Go to #19)
    2. _ No (Go to #20)
    3. _ N/A (Go to #20)

19. If YES, please list. ____________________

____

20. (12.1) Do you utilize specific instructional strategies for mainstreamed exceptional students? 20. _
    1. _ Yes (Go to #21)
    2. _ No (Go to #22)
    3. _ N/A (Go to #22)

21. If YES, please list ____________________

____

22. On occasion, do you provide alternative testing procedures for mainstreamed exceptional students? 22. _

(4.1) 1. _ Yes 2. _ No 3. _ N/A

23. Do you utilize district approved tests in the evaluation process? 23. _
    1. _ Yes (Go to #24)
    2. _ No (Go to #25)
    3. _ N/A (Go to #25)

24. If YES, please list. ____________________

____

____

District # ___ ___ ___
School # ___ ___ ___
Teacher # ___ ___ ___

25. Do you consider culture bias of tests in your test selection process?
1. ___ Yes 2. ___ No 3. ___ N/A 25. ___

26. Do you utilize test adaptations? 26. ___
1. ___ Yes (Go to #27)
2. ___ No (Go to #28)

27. If YES, please list. ______________________________

28. In what areas have you taken inservice
11.2 training classes?
& 13.1)

Check (X) Appropriate Boxes

Classroom Instructional Strategies LIST: ______________________ ______________________	
Behavior Management	
Human Relations LIST: ______________________ ______________________	
Classroom Management	
Other: LIST: ______________ ______________________	

29. What instructional strategies do you
(12.1) utilize in teaching special education students?
LIST: ______________________________
____
____

30. IEP and/or lesson plans include strategies for addressing needs of special education or mainstreamed special education students. 30. ___
(12.1) 1. ___ Yes 2. ___ No 3. ___ N/A

District # __ __ __
School # __ __ __
Student # __ __ __

31. In your judgment, what has been the progress of mainstreamed special education students?
    1. __ Very Good
    2. __ Good
    3. __ Fair
    4. __ Poor

31. __

32. Do you conduct periodic reviews with parents in relation to special education students' instructional progress and behavior?
    1. __ Yes (Go to #33)   2. __ No (Go to #35)

32. __

33. If YES, how often? (Go to #34)
    1. __ Once a month
    2. __ Once every two months
    3. __ Once every three months
    4. __ Once every six months
    5. __ Once a year
    6. __ Not at all.
    7. __ Other (LIST: ____________________)

33. __

34. Under what circumstances is a review or conference conducted?____

____

____

35. Why do you believe that there is a higher percentage of minority students in special education?
    1. __ Racial discrimination
    2. __ Bias of psychologists
    3. __ Inadequate test interpretation
    4. __ Cultural differences of students
    5. __ Language differences of students
    6. __ Poor test performance of students
    7. __ Bias of regular teachers
    8. __ Other (LIST: ______________________)

35. __

District # __ __ __
School # __ __ __
Teacher # __ __ __

36. It has been said that there is a much higher probability of minority students being placed in special education. Why do you think so?

COMMENTS: ______________________________

37. Please state your concerns relating to teaching/serving special education students?

COMMENTS: ______________________________

District # _ _ _
School # _ _ _
Student # _ _ _

MAINSTREAMED STUDENTS'

Interview Form

1. Mainstreamed student is/was classified as: 1. __
   1. __ LD
   2. __ SEM
   3. __ EMH
   4. __ Speech Impaired
   5. __ Other (LIST: ____________________)

2. Race of student is? 2. __
   1. __ White
   2. __ Black
   3. __ Hispanic

3. Do you feel that your regular education classes help you to learn? 3. __
   1. __ Yes 2. __ No

4. How do you feel about being in regular education classes? 4. __
   1. __ Comfortable (Go to #6)
   2. __ Uncomfortable (Go to #5)

5. If you feel uncomfortable, is it because 5. __
   1. __ Your classmates tease you
   2. __ You are placed in the lowest group
   3. __ I don't think my teacher likes me
   4. __ My teacher doesn't help me enough
   5. __ It's hard reading my books
   6. __ Other (LIST: ____________________)

6. Does your regular teacher find ways to help you to succeed in learning? 6. __
   1. __ Yes 2. __ No

7. Are your regular classes too large for your teacher to give you enough help? 7. __
   1. __ Yes 2. __ No

8. Does your regular teacher make you aware of your improvement? 8. __
   1. __ Yes 2. __ No

9. The difficulty of your lessons is 9. __
   1. __ Too easy
   2. __ About right
   3. __ Too hard
   4. __ I could use a little help

District # ___
School # ___
Student # ___

10. Have you felt comfortable with all your regular education teachers? 10. __
1. __ Yes 2. __ No
COMMENTS: ____________________
____

11. How do your other regular education classmates react to you in class? 11. __
1. __ Accept me
2. __ Make fun of me
3. __ Don't like my being in class with them
4. __ Other (LIST: ____________________)

12. Would you like to remain in regular classes? 12. __
1. __ Yes (Go to #14) 2. __ No (Go to #13)

13. Why would you not like to continue in regular classes? 13. __
1. __ Classes are too hard
2. __ Not enough help from the teacher
3. __ Classmates make me feel uncomfortable
4. __ Other (LIST: ____________________)

14. Can you think of anything that would have been helpful to make it unnecessary for you to be/have been in special education? 14. __
1. __ Yes 2. __ No
COMMENTS: ____________________
____
____

15. State any special concerns.
COMMENTS: ____________________
____

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

SPECIAL EDUCATION STUDENTS'

Interview Form

1. Student is? 1. ___
   1. ___ White
   2. ___ Black
   3. ___ Hispanic

2. Do you feel that your special education classes help you to learn? 2. ___
   1. ___ Yes (Go to #4) 2. ___ No (Go to #3)

3. Why Not?
   COMMENTS: ______________________________
   ____
   ____

4. Do you know why you were placed in special education class(es)? 4. ___
   1. ___ Yes (Go to #5) 2. ___ No (Go to #6)

5. Who explained? 5. ___
   1. ___ Principal
   2. ___ Teacher
   3. ___ Counselor
   4. ___ Parent
   5. ___ Other (LIST: ______________________________)

6. How do you feel about being placed in special education classes? 6. ___
   1. ___ Comfortable 2. ___ Uncomfortable
   COMMENTS: ______________________________
   ____
   ____

7. Do you think that you belong in special education classes? 7. ___
   1. ___ Yes 2. ___ No

8. Do you feel that your teacher(s) spends enough time with you on your classroom lessons when you need help? 8. ___
   1. ___ Yes 2. ___ No

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

9. What subjects do you think you need more help in?
   1. __ English
   2. __ Math
   3. __ Social Studies
   4. __ Science
   5. __ Other (LIST: ______________________________)

9. __

10. Are classes too large for your teacher to give you enough help?
   1. __ Yes   2. __ No

10. __

11. Do teachers make you aware of your improvement?
   1. __ Yes   2. __ No

11. __

12. How often do your teachers make you aware of your improvement?
   1. __ Every day
   2. __ Once in awhile
   3. __ Almost never

12. __

13. The difficulty of your lessons is:
   1. __ Too easy
   2. __ About right
   3. __ Too hard
   4. __ Don't know

13. __

14. How do your friends who are not in special education classes react to your being in special education classes?
   1. __ Make fun of me
   2. __ Accept me
   3. __ They don't know I'm in special education
   4. __ Other (List: ______________________________)

14. __

15. Would you like to return to regular classes?
   1. __ Yes (Go to #16)   2. __ No (Go to #17)

15. __

16. When would you like to return to regular classes?
   1. __ Next marking period
   2. __ Next month
   3. __ Next year
   4. __ As soon as possible
   5. __ Other (LIST: ______________________________)

16. __

17. Why would you not like to return to regular classes?
   1. __ Work is to difficult
   2. __ "I'm afraid"
   3. __ Don't want to leave my friends
   4. __ Other (LIST: ______________ ________)

16. __

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

18. Can you think of anything that would have been helpful to make it unnecessary for you to be in special education?

1. __ Yes 2. __ No

COMMENTS: ________________________________

____

____

17. __

19. State any special concerns:

COMMENTS: ________________________________

____

____

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

PARENT

Interview Form

1. Parent is: 1. ___
   1. ___ White
   2. ___ Black
   3. ___ Hispanic

2. (8.1) Did you receive written request to test your child? 2. ___
   1. ___ Yes 2. ___ No

3. Were you aware that you have the right to grant or deny permission to have your child tested? 3. ___
   1. ___ Yes 2. ___ No

4. Were you informed of test results in a conference with the child study team? 4. ___
   1. ___ Yes 2. ___ No

5. (6.1) Have you been notified in writing of the meetings to prepare your child's IEP (Individualized Education Program)? 5. ___
   1. ___ Yes 2. ___ No

6. (6.1) Do you attend these meetings? 6. ___
   1. ___ Yes (Go to #7) 2. ___ No (Go to #8)

7. If you DO attend, what opportunity do you have for planning your child's IEP? 7. ___
   1. ___ A great deal
   2. ___ Some
   3. ___ Almost none
   4. ___ None

8. If you do not attend these meetings, why not? 8. ___
   1. ___ No transportation
   2. ___ Inconvenient hours
   3. ___ Unable to leave work
   4. ___ Babysitting problems
   5. ___ Other (LIST: ______________________________
   ____

9. If you have been uncomfortable in any of the meetings concerning your child, have you requested a parent advocate to attend with you? 9. ___
   1. ___ Yes 2. ___ No

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

10. Has the grievance process been explained to you if you do not agree to your child's placement in special education? 10. ___
1. ___ Yes 2. ___ No
COMMENTS: ______________________________
____
____

11. Were details of your child's IEP (Individualized Education Program) explained to you? 11. ___
1. ___ Yes 2. ___ No

12. Given a definition of handicapping conditions (circle one: LD, SEM, EMH), (PROVIDE DEFINITION) do you believe that your child is, in fact, (LD, SEM, EMH)? 12. ___
1. ___ Yes (Go to #13) 2. ___ No (Go to #14)

13. If YES, why?
COMMENTS: ______________________________
____

14. If NO, why not?
COMMENTS: ______________________________
____
____

15. Do you expect your child to be in school without special education assistance? 15. ___
1. ___Yes 2. ___ No

16. Were you aware that a yearly review and update of your child's progress is required by law? 16. ___
1. ___ Yes 2. ___ No

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

17. Does your child's teacher conduct periodic reviews with you in relation to his/her instructional progress and behavior?
   1. __ Yes (Go to #18)
   2. __ No (Go to #20)

17. __

18. If YES, how often? (Go to #19)
   1. __ Once a month
   2. __ Once every two months
   3. __ Once every three months
   4. __ Once every six months
   5. __ Once a year
   6. __ Not at all
   7. __ Other (LIST: ____________________________)

18. __

19. Under what circumstances is a review or conference conducted? ____________________________

____

____

20. (6.1) Do you sign your child's IEP (Individualized Education Program?
   1. __ Yes 2. __ No

20. __

21. Do you request a copy of your child's IEP (Individualized Education Program)?
   1. __ Yes 2. __ No

21. __

22. (3.1) Do you feel that, on a yearly basis, your child's personality or learning style was a good match with that of his/her teacher?
   1. __ Yes 2. __ No

22. __

23. Do you receive periodic reports on your child's progress?
   1. __ Yes 2. __ No

23. __

24. Can you think of anything that would have been helpful to make it unnecessary for your child to be in special education?
   1. __ Yes 2. __ No
   COMMENTS: ____________________________

____

____

________________________________ __________

24. __

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

25. Please state any special concerns that you might have.

COMMENTS: ______________________________

____

____

____

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

SPECIAL EDUCATION STUDENT IEP RECORDS

Data Collection Form

1. Student is?
   1. __ Male
   2. __ Female

1. __

2. Student handicapping condition is?
   1. __ LD
   2. __ SEM
   3. __ EMH
   4. __ Speech Impaired
   5. __ Other (LIST ______________________)

2. __

3. Race of student is?
   1. __ White
   2. __ Black
   3. __ Hispanic

3. __

4. Student grade level is?
   00 __ Pre-K
   0. __ K
   1. __ 1
   2. __ 2
   3. __ 3
   4. __ 4
   5. __ 5
   6. __ 6
   7. __ 7
   8. __ 8
   9. __ 9
   10. __ 10
   11. __ 11
   12. __ 12

4. __ __

5. Student point of entry into special education?
   1. __ Pre-K
   2. __ K
   3. __ Elementary School
   4. __ Middle School
   5. __ High School
   6. __ Other (LIST: ______________________)

5. __

6. Who made the initial referral for special education services?
   1. __ Principal
   2. __ Teacher
   3. __ Counselor
   4. __ Childfind
   5. __ Parent
   6. __ Student
   7. __ Outside Agency (LIST: ____________________)

6. __

7. Student service level is? (Current)
   1. __ Level 1
   2. __ Level 2
   3. __ Level 3
   4. __ Level 4
   5. __ Level 5

7. __

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

8. Student is mainstreamed?
1. __ Yes 2. __ No
8. __

9. Number hours/week mainstreamed?
1. __ 0
2. __ 1-2
3. __ 3-4
4. __ 5-6
5. __ 7 and above
9. __

10. Student mainstreamed in English?
1. __ Yes 2. __ No
10. __

11. Student mainstreamed in math?
1. __ Yes 2. __ No
11. __

12. Student mainstreamed in social studies?
1. __ Yes 2. __ No
12. __

13. Student mainstreamed in science?
1. __ Yes 2. __ No
13. __

14. Student mainstreamed in related arts classes (music, art, physical education, etc.)
1. __ Yes 2. __ No
14. __

15. Student mainstreamed in vocational classes (ag., typing, computer, etc.)
1. __ Yes 2. __ No
15. __

16. Student is totally mainstreamed?
1. __ Yes 2. __ No
16. __

17. (5.1) Social objectives reflect growth for current year?
1. __ Yes 2. __ No 3. __ N/A
17. __

18. Academic objectives reflect growth for current year?
1. __ Yes 2. __ No
18. __

COMMENTS: ____

____

____

District # ___ ___ ___
School # ___ ___ ___
Student # ___ ___ ___

19. (5.1) Social objectives have been met over time (minimum of two years)? 19. __
1. __ Yes 2. __ No 3. __ N/A
COMMENTS: ______________________________
____
____
____

20. (5.1) Over time, level of difficulty/challenge of behavioral objectives reflect progress? 20. __
1. __ Yes 2. __ No
COMMENTS: ______________________________
____
____
____

21. (6.1) Parent signature is present at initial placement conferences? 21. __
1. __ Yes 2. __ No

22. (6.1) Parent(s) attended annual review conferences? 22. __
1. __ Yes 2. __ No

23. (7.1) Student currently placed in least restrictive environment? 23. __
1. __ Yes 2. __ No
COMMENTS: ______________________________
____
____

24. (9.1) Over time, student is mastering stated behavioral objectives? 24. __
1. __ Yes 2. __ No
COMMENTS: ______________________________
____
____
____

District # __ __ __
School # __ __ __
Student # __ __ __

25. Were all applicable personnel present at IEP conferences?
    1. __ Yes   2. __ No

25. __

26. Who chaired the last IEP conference?
    1. __ Supervisor/Special Education
    2. __ Principal
    3. __ Educational Diagnostician
    4. __ Counselor
    5. __ Teacher

26. __

APPENDIX C

TASK FORCE MEMBERS	RATIONALE FOR APPOINTMENT
Dr. Cherritta L. Matthews, Chair.	Designated by State Director, Exceptional Children/Special Programs
Dr. Saundra C. Brunson	Finance and School Services Division, State Specialist, Child Care Food Programs
Dr. Barbara E. Humphreys	Exceptional Children/Special Programs Division, State Specialist, Severely and Profoundly Handicapped Children
Mr. Clifton Hutton	Instructional Division, State Supervisor, Guidance and Counseling
Mr. Horacio Lewis	Instructional Division, State Supervisor, Human Relations
Dr. Walter Orr	Planning, Research & Evaluation, State Supervisor, Mastery Assessment
Desegregation Advisory Committee Observer	To be Determined.

APPENDIX D

Please Post

BRANDYWINE
School District

Vacancy Announcemen

POSITION: SPEECH AND HEARING THERAPIST

LOCATION:

CLOSING DATE:

QUALIFICATIONS: Meets the certification requirements of the Delaware State Department of Public Instruction

RESPONSIBILITIES:

1. Follows procedures mandated by P.L. 94-142.
2. Screens students for possible speech and/or language problems.
3. Evaluates speech/language of students in the schools.
4. Schedules individual and small group therapy sessions for those students identified as having speech and/or language problems.
5. Interprets students' special speech and languag needs to principals, teachers and parents when necessary. When possible, provides special materials to teachers to help meet speech problems in the classroom.
6. Refers students to and confers with community resources as required.
7. Provides information to parents and community through P.T.A. meetings, workshops, etc.
8. Keeps accurate records and makes reports as required.
9. Maintains a professional relationship, working cooperatively with all school personnel.

START DATE:

SALARY: Commensurate with Brandywine School District's appropriate salary schedule.

NOTE: CANDIDATES WILL BE PAPER-SCREENED PRIOR TO INTERVIEWS BEING SCHEDULED.

SEND RESUME AND LETTER OF APPLICATION TO:

Brandywine School District Personnel Office
Pennsylvania Avenue
Claymont, Delaware 19703

AN EQUAL OPPORTUNITY EMPLOYER

BRANDYWINE
School District

PENNSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

JOB DESCRIPTION

Position: EDUCATIONAL DIAGNOSTICIAN

Description: Full-time, ten month position. Assumes responsibilities as described below. Reports to the school principal.

Qualifications: Meets certification requirements as a special education teacher of the State of Delaware.

Responsibilities:

1. Facilitates special education placement of handicapped students.
2. Performs educational testing of students suspected to be handicapped.
3. Communicates testing and placement data to staff and parents.
4. Responsible for conducting Child Study Team and I.P.R.D. Committee meetings.
5. Assures that all due process requirements are met in processing referrals for special education.
6. Consults with teaching staff regarding students encountering difficulty.

BRANDYWINE
School District
PENNSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

JOB DESCRIPTION

Position: SCHOOL PSYCHOLOGIST

Description: Full-time position, ten-month employment, to assume the responsibilities for the activities outlined in the School Psychological Services Program.

Qualifications: Meets the certification requirements of the State of Delaware.

Responsibilities:

1. The School Psychologist is to be a permanent member of an inter-disciplinary child study team to provide psychological services.
2. Evaluate the intellectual, academic, perceptual-motor skills, social and emotional adjustment, and readiness for learning of students.
3. Interpret psycho-educational findings.
4. Conduct conferences and be a consultant with students, parents and professional associates.
5. Participate in follow-up procedures concerning all aspects of the psychological services.
6. Is a permanent member of the school's placement committee for exceptional students.
7. Functions, where appropriate, as a member of the curriculum, group testing, guidance, and research committees.
8. Will evaluate the psychological services program and job performance.
9. Submit an annual report as requested.
10. Assist with in-service training and assume responsibility for own professional growth and development.

BRANDYWINE
School District

PENNSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

JOB DESCRIPTION

Position:	VISITING TEACHER
Description:	Full-time position, ten month employment, to assume the responsibilities for the activities outlined below. Reports to school principal.
Qualifications:	Meets the certification requirements of the State of Delaware.

Responsibilities:

1. Enforces school attendance requirements as specified by the State of Delaware.
2. Represents the district in any attendance matters being processed through the Magistrate Court.
3. Counsels parents and teachers concerning the problems of students, including cooperative participation in Child Study Team efforts to find a solution in each case.
4. Provides individual, group and/or peer counseling to the student to help him/her to understand himself/herself and make a better adjustment to the realities of the school situation.
5. Refers cases for more intensive clinical intervention where indicated, including whatever follow-up may be necessary.
6. Maintains a liaison between the school and agencies working with students and/or their families.

BRANDYWINE
School District

PENNSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

JOB DESCRIPTION

Position: ELEMENTARY GUIDANCE COUNSELOR

Description: Full-time, ten-month position. Assumes responsibilities as described below. Reports to building principal.

Qualifications: Meets certification requirements of the State of Delaware. Previous elementary teaching experience preferred.

Responsibilities:

1. To assist in planning and developing the school's guidance and counseling program in relation to the needs of the students being served.
2. To serve as consultant in the area of guidance and counseling to members of the school staff, parents and personnel from cooperating agencies.
3. To assist students in developing positive self-concepts.
4. To assist teachers in developing strategies to meet student needs in relation to the student's growth and development.
5. To assist parents in understanding their children and in obtaining realistic perceptions of their children's potential and/or needs.
6. To conduct individual/group counseling sessions for students.
7. To conduct guidance activities for large groups of students.
8. To assist staff in the early identification of student needs.
9. To facilitate a positive adjustment to school and assist students to make a successful transition from one school to another.
10. To assist students in developing personal decision-making competencies to resolve personal problems.
11. To assist students in understanding self in relation to the environment in which he/she lives.
12. To assume other responsibilities as directed by the building principal.

JOSEPH E. JOHNSON, SUPERINTENDENT

RED CLAY CONSOLIDATED SCHOOL DISTRICT

P. O. BOX 869 • 1400 WASHINGTON STREET • WILMINGTON, DELAWARE 19899

A. WILLIS LINDER
Director
Personnel Service

DIANE L. DUNMON
Supervisor
Personnel Services

(302) 651-2659

July 22, 1987

Mrs. Stephanie Hinson
Center for Educational
Leadership & Evaluation
University of Delaware
Newark, DE 19716

Dear Ms. Hinson,

Dr. Sherita Matthews contacted our office on July 21, 1987 and requested information on specific job descriptions. The Red Clay Consolidated School District has one generic job description that is used for all personnel in all types of teaching positions. I have enclosed a copy of this for your use.

If I can be of any further assistance, please contact my office.

Very truly yours,

Diane L. Dunmon

Diane L. Dunmon
Supervisor, Personnel Services

DLD/rm
Enclosure

JOB DESCRIPTION

TITLE: Teacher

REPORTS TO: Principal/Building Administrator

PRIMARY FUNCTION: To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

1. Identifies students with special learning problems and takes appropriate action.
2. Establishes and maintains open lines of communication with students concerning their academic and behavioral progress.
3. Acts in ways which are likely to promote students' feelings of self-worth.
4. Provides for the care and protection of school property, equipment, and materials.
5. Keeps accurate records and makes timely reports as required.
6. Monitors the physical environment taking into account the health, safety, and aesthetic needs of students.
7. Encourages students to behave in accordance with classroom and school rules.
8. Confers with parents/guardians as appropriate.
9. Maintains a professional relationship, working cooperatively with parents.
10. Meets responsibilities as per State Law (Title 14, Sec. 12), Board Policy, and school and administrative rules.
11. Pursues opportunities for professional growth.
12. Maintains a professional relationship, working cooperatively with school personnel.
13. Supplements the instructional program with projects and learning activities (e.g., homework).

JOB DESCRIPTION OF TEACHER (continued)

TERMS OF EMPLOYMENT:

- Ten, eleven, or twelve month year
- Salary and Benefits in accordance with negotiated Agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with Evaluation Procedures of the District.

SPECIAL SERVICES OFFICE

JOB DESCRIPTION

EDUCATIONAL DIAGNOSTICIAN

Educational Diagnosticians are facilitators engaged in obtaining appropriate services for students with handicapping conditions which prevent them from receiving full benefit from programs regularly provided in the public schools. As such, they receive and process all requests for special services.

I. Responsibilities in the identification and placement of students will include:

   A. Reviewing records of students who transfer into the school.

   B. Observe students who are referred.

   C. Obtaining the permission to evaluate from parents.

   D. Coordinate and participate in testing; collect and review data as a basis for educational planning.

   E. Conduct Child Study Team meetings.

      1. Act as liaison between regular and special education.
      2. Explain alternatives under consideration.
      3. Suggest modifications or techniques that can be tried in the classroom.
      4. Make recommendations of other evaluations that may be needed.

   F. Conduct IPRD meetings for initial placement.

      1. Make necessary contacts for participation in accordance with due process procedures.
      2. Assist in developing the I.E.P.
      3. Obtain signed Prior to Placement form from parent.
      4. Interpret the education plan and recommendation, as neccessary, to those not present at the meeting.
      5. Have minutes of the meeting kept as part of the documentation.

   G. Submit all pertinent data to the Building IPRD Review Committee.

   H. Submit all pertinent data on referrals for Levels V through IX to the Area IPRD Committee.

      1. Represent the building committee, as needed when cases are reviewed by the Area IPRD Committee.
      2. Assume responsibility for follow-up on any Area IPRD Committee recommendations to be implemented at the building level.

Job Description: Educational Diagnostician (continued)

I. Provide consultation and services at Levels I and II.

II. Responsibilities for ongoing students in program.

A. Maintain audit files for each student identified and placed in the building.

B. Consult with teachers, both regular and special education, regarding implementation of educational plans and recommendations.

C. Serve as a resource person for teachers conducting annual staffings.

D. Provide assistance, as needed, in preparing referrals for additional services or changes in programs.

JOB DESCRIPTION

Position:	SECONDARY SCHOOL COUNSELOR
Description:	Full-time position, (summer employment for some counselors), to assume the responsibilities for the activities outlined in the Counseling and Guidance Services Program.
Qualifications:	• Meets the certification requirements of the State of Delaware.

Responsibilities:

1. Collects, utilizes, and disseminates current educational and occupational information.
2. Assists students to identify and to determine the significance of their pattern of abilities, achievements, interests, and potentials.
3. Organizes relevant student records and handles them with discretion and according to professional standards, ethics, and the confidentiality laws.
4. Conducts group guidance classes when necessary with an organized and pertinent program.
5. Conducts individual and small group counseling sessions with students.
6. Attempts to see, on an individual basis, every assigned student at least once during the school year.
7. Conducts conferences and consults with students, parents, and professional associates.
8. Participates in follow-up procedures concerning all aspects of the special services.
9. Functions, where appropriate, as a member of the curriculum, group testing, guidance, and research committees.
10. Evaluates the counseling and guidance services program.
11. Identifies, in cooperation with the educational diagnostician, students with special learning problems and takes appropriate action.
12. Provides opportunities to improve students' study habits.

13. Works to establish and maintain open lines of communication with students concerning their academic and behavioral progress.

14. Acts in ways which are likely to promote students' feelings of self-worth.

15. Encourages students to behave in accordance with classroom and school rules.

16. Keeps accurate records and makes reports as required.

17. Maintains a professional relationship, working cooperatively with all school personnel.

18. Meets responsibilities as per contractual agreement and state law (Title 14, Section 12).

19. Pursues opportunities for professional growth.

20. Carries out any other responsibilities assigned by the building principal consistent with statement II, A, #11, on page 22.

JOB DESCRIPTION

Position: SCHOOL PSYCHOLOGIST

Description: Full-time position, ten-month employment, to assume the responsibilities for the activities outlined in Psychological Services.

Qualifications: Meets the certification requirements of the State of Delaware.

Responsibilities:

1. Makes psychological services available to the school's child study team.
2. Evaluates the intellectual, academic, perceptual motor skills, social and emotional adjustment, and readiness for learning of students.
3. Interprets psycho-educational findings.
4. Conducts conferences and consults with students, parents, and professional associates.
5. Participates in follow-up procedures concerning all aspects of the psychological services.
6. Participates as a member of the school's I.P.R.D. Committee for exceptional students, when appropriate.
7. Functions, where appropriate, as a member of the curriculum, group testing, guidance and research committees.
8. Assists in the identification of students with special learning problems and the institution of appropriate action.
9. Works to establish and maintain open lines of communication with students concerning their academic and behavioral progress.
10. Acts in ways which are likely to promote students' feelings of self-worth.
11. Encourages students to behave in accordance with classroom and school rules.
12. Keeps accurate records and makes reports as required.
13. Maintains a professional relationship, working cooperatively with all school personnel.
14. Meets responsibilities as per contractual agreement and state law (Title 14, Section 12)

15. Pursues opportunities for professional growth.

16. Carries out any other responsibilities assigned by the Director of Special Services.

JOB DESCRIPTION

Position: SPEECH, LANGUAGE AND HEARING CLINICIAN

Description: Full-time position, ten-month employment, to assume the responsibilities for the activities outlined in Speech, Language and Hearing Services.

Qualifications: Meets the certification requirements of the Delaware State Department of Public Instruction.

Responsibilities:

1. Follows procedures mandated by P.L. 94-142.
2. Screens students for possible speech and/or language problems.
3. Evaluates speech/language of students in the schools.
4. Schedules individual and small group therapy sessions for those students identified as having speech and/or language problems.
5. Does hearing threshold tests upon the request of the school nurse to help identify children with hearing problems and recommends referral to the proper agencies or physicians for further testing if necessary.
6. Interprets students' special speech and language needs to principals, teachers and parents when necessary, and when possible, provides special materials to teachers to help meet speech problems in the classroom.
7. Refers students to and confers with community resources as required.
8. Cooperates with the school personnel to give each student the maximum help possible.
9. Provides information to parents and community through P.T.A. meetings, workshops, etc.
10. Acts in ways which are likely to promote students' feelings of self-worth.
11. Encourages students to behave in accordance with classroom and school rules.
12. Keeps accurate records and makes reports as required.
13. Maintains a professional relationship, working cooperatively with all school personnel.

14. Meets responsibilities as per contractual agreement and state law (Title 14, Section 12).

15. Pursues opportunities for professional growth.

16. Carries out any other responsibilities assigned by the Director of Special Services.

JOB DESCRIPTION

Position: VISITING TEACHER/SOCIAL WORKER

Description: Full-time position, ten month employment, to assume the responsibilities for the activities outlined in the Visiting Teacher-Social Work Services.

Qualificiations: Meets the certification requirements of the State of Delaware.

Responsibilities:

1. Participates in Child Study Team, when necessary.
    a. Counsels parents and teachers concerning the problems of students.
    b. Assists in the placement of exceptional students in a special educational program adapted to their needs by providing authoritative background information concerning the social, physical, emotional and adaptive behavior factors in such cases.
    c. Presents case findings formally, where necessary, to the Child Study Committee.
    d. Assists in the identification of students with special learning problems and implementation of appropriate action.
2. Provides individual, group, and/or peer counseling to the student to help him/her to understand himself/herself and make a better adjustment to the realities of the school situation.
3. Refers cases for more intensive clinical intervention where indicated, including whatever follow-up may be necessary.
4. Maintains a liaison between the school and agencies working with students and/or their families.
5. At pertinent times, arranges for psychological and speech and hearing evaluations and/or medical examinations as indicated.
6. Assists in the solution of problems, such as:
    a. Personality, emotional and behavior problems such as withdrawal from classroom and playground activities, difficulty in getting along with teachers or peers, persistent agressive behavior, early signs of emotional disturbance and physical complaints for which there is no apparent basis.

    b. Learning difficulties related to emotional factors.
    c. Family dysfunctions including child abuse/neglect.
    d. Applications for special placement and/or services for the exceptional children.
    e. The development of programs, policies, and procedures designed to enable students to maximize their potential.

7. Provides opportunities to improve students' study habits.
8. Works to establish and maintain open lines of communication with students concerning their academic and behavioral progress.
9. Acts in ways which are likely to promote students' feelings of self worth.
10. Encourages students to behave in accordance with classroom and school rules.
11. Keeps accurate records and makes reports as required.
12. Maintains a professional relationship, working cooperatively with all school personnel.
13. Meets responsibilities as per contractual agreement and state law (Title 14, Section 12).
14. Pursues opportunities for professional growth.
15. Carries out any other responsibilities assigned by the Director of Special Services.

APPENDIX E

Evaluation Materials Listed By Special Education Professionals and School Principals

Harlan

- Slosson
- PIAT
- WRAT
- Key Math
- Woodcock Reading Test
- Berry Vis-Motor
- Behavior Rating Scales
- WISC-R
- Binet
- Children's Aperception Test
- Goldman-Fristoe Test of Articulation
- ITPA
- TOLD
- WORD
- CTBS
- Eisenbeise Math Test
- IRI

Dickinson

- WRAT
- PIAT
- PPVT
- Slosson
- Key Math
- Burks Behavior Rating Scales
- WISV-R
- WAIS-R
- Bender-Gestalt
- High School Personality Questionnaire
- Pierce-Harris Self Concept Scale

Shue

- PIAT
- SIT
- WRAT
- WISC-R
- Bender
- Rorschach
- KAB
- Informal Reading Inventory
- ITPA
- LAC
- TOLD
- CELF
- CIMS

McCullough

- WRAT
- PPVT
- PIAT
- Woodcock Reading Test
- Behavior Rating Scales
- WISC-R
- Bender-Gestalt
- House-Tree-Person
- TAC
- CELF
- TOPS
- WORD
- Goldman-Fristoe
- CTBS
- CIMS

ILC

- WRAT
- PIAT
- WISC-R
- Bender-Gestalt
- TAT
- Psychological Evaluations